

National Parent-Teacher

The Official Magazine of the National Congress of Parents and Teachers

DECEMBER, 1943

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Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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600 South Michigan Blvd., Chicago 5, Illinois

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NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

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600 South Michigan Blvd., Chicago 5, Illinois

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RATES

\$1.00 a year—U. S. and Poss. Single Copy
1.25 a year—Canada 15 cents
1.50 a year—Foreign

Notice of change of address must be given one month in advance and must show both old and new addresses.

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The NATIONAL PARENT-TEACHER is listed
in the Education Index.

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Published monthly, September to June inclusive, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as Second Class Matter October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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National Parent-Teacher

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VOL. XXXVIII

No. 4

CONTENTS

December, 1943

PAGE

The President's Message: The Hope of the World..... 3

ARTICLES

Can Your Community Control Delinquency?
Mabel A. Elliott 4

Toys that Train the Toddler
Larry and Ruth Freeman 7

War Comes to Liberty Hill—
IV. Under the Western or the Eastern Star
Bonaro W. Overstreet 10

The Free Child's Personality.....*Joseph Miller* 14

One Family and the War.....*Gladys T. Barron* 19

Food for Victory and Jobs for Peace
Henry A. Wallace 24

Education for Adulthood.....*James Marshall* 25

Making the Home a Magnet.....*Afton Smith* 28

What the Consumer Can Do.....*Ed-E. Herwig* 37

FEATURES

Notes from the Newsfront..... 13

NPT Quiz Program..... 17

See Here, Private Citizen...*Lt. Col. Herbert G. Espy* 21

A Safe Ride to School.....*Norman Damon* 22

Teachers in Training and the P.T.A.
Florence C. Bingham 30

The Family's Stake in Freedom (Outline)
Ralph H. Ojemann 32

Basic Training for the Toddler (Outline)
Ethel Kawin 33

P.T.A. Frontiers 34

Books in Review..... 36

Motion Picture Previews.....*Ruth B. Hedges* 38

Contributors 40

Cover Picture.....*Louise Rosskam*

Frontispiece.....*H. Armstrong Roberts*

MEMBER OF THE





Here is delight in visible form—the living, giving delight of the Christmas season in the face of a happy child. All over our beloved land such children are learning the eternal spiritual truths that underlie peace, democracy, and the brotherhood of man. The parent-teacher association, which has striven throughout the year to guide their mothers and their fathers toward full realization of humanity's highest ideals, rejoices with them in their Christmas glee.

The President's Message

The Hope of the World

ONCE a year the world pauses to celebrate the birth of a Child; the loved and familiar story is repeated over and over again. Even the grim business of war cannot diminish or obscure its beauty.

The story is simple. A Babe is born in lowly surroundings, but the wise and the great lay their treasures at His feet; the humble shepherds adore Him; the "heavenly host" proclaim the advent of an era of peace "among men of good will." And for one day in the year the world holds to the idealism of the Christmas spirit and believes in good will among men—all men; it feels the challenge of Christmas. The only bond that ties the human race together today is the bond of brotherhood implied in the Christmas story. Once again men and nations are defending their heritage of religious faith against those who seek to destroy it; once again men and women are catching a glimpse of the brotherhood of man, which draws its meaning from the fatherhood of God. And, just as they did two thousand years ago, the *wise* men of all races are bringing their richest gifts to lay at the feet of children, the hope of the world.

FOR OF all the things in life, children are the greatest and the most beautiful. They must be cherished at all costs. Millions of new babies are born every year. What thought are we giving to guarding their birthright of good parents, a spiritual faith, education for the tasks of life? If we hope for "peace on earth" and "men of good will," we must begin with the children. And we must make that beginning in faith. We cannot create a great nation in a spiritual vacuum. Our nation was founded and grew great on faith. If we lose our own faith, new faiths will attack us and we shall fall before them.

With a rekindling of faith here and elsewhere, there is hope for the world. With the spirit of mankind in revolt against the evil powers that cause war, we may hope to see an end of all dissension. If the God of Peace reign on earth, all will yet be well with us, for He is "the Way, the Truth, and the Life."

Christmas can be *holiday* or *holy day*. May we treasure its joyousness as always, but ever strive to keep its true meaning alive, not for one day but throughout the coming years.

Myrinetta A. Hastings!

President, National Congress of Parents and Teachers



CAN *Your* Community Control Delinquency?

MABEL A. ELLIOTT

WE have all heard the recent apparent increase in juvenile delinquency attributed to the disturbed family relationships of the mobile family seeking work in the defense plants, to the acute housing shortages that have complicated the normal problems of living, and to the fact that many young boys and girls are now employed on part-time jobs.

And of course there is a good deal of truth in this. War is unsettling to young people. In general, the present war has imposed greater hazards upon girls than upon boys, chiefly because of the danger of sex advances to which every girl in a military area is exposed. The glamour of the uniform and the opportunity to make money are both

attractive to the girl, and she has no full understanding of the consequences. Actually these girls are much more sinned against than sinning, and it is a blind morality that blames the girl and allows the man to escape scot-free. No girl thirteen or fourteen years of age has much understanding of the dangers that beset her. It is true that most delinquent girls come from "bad homes," but no home can protect its daughter completely from possible sex temptations.

The Community Sets the Pace

HOWEVER, a major share of the responsibility must finally rest where few of us have been accustomed to place it—that is, on the community. With the generally aroused public consciousness as to the increase in juvenile delinquency, parents, teachers, study clubs, and social workers have all been asking, "What can we do about it?" But adults and the community in general have been much more effective in framing definitions of delinquent conduct than they have in educating young persons in the social values that the laws entail.

All statistics on juvenile delinquency show that



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the majority of delinquent boys are brought into court for petty thieving. A large share of the rest are guilty of "acts of carelessness," "traffic violation," "truancy," and "incurability." The majority of girls are brought to court for sex offenses, although they are often technically listed as "incurable," as "truants," or as "runaways." If offending against property laws is such an important factor in delinquency, we owe an important obligation to children in this respect. We must make them aware of the significance of personal ownership in our culture, and of the reasons why they must not take another person's clothing, toys, watches, automobile, or other possessions. Actually we do very little to make children understand this.

Do They Know Right from Wrong?

THE AVERAGE child's first experience with property is with the shared property of the family. If an orange is on the table at home and Johnny is hungry, Johnny can usually have that orange. But very seldom do parents or teachers make clear to Johnny the reasons why, although family possessions are more or less communal, outside the family it is basically wrong, even wicked, to help oneself. The child needs help to understand some of the fundamental social definitions that condemn his (to him) very natural behavior.

Consider again the case of the delinquent girl led so disastrously into the pitfalls of sex. The community places a high premium on chastity, but it assumes no significant responsibility for educating the girl as to the values and dangers of sex. Many delinquent girls come from homes that actually set bad examples of sex conduct. Many others come from homes that fail to present a realistic picture of the danger or to provide the necessary safeguards.

IS the home altogether to blame when children become delinquent? What is the responsibility of the democratic community? What special aspects of this vital problem should be studied by parents and teachers?



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Most of the danger faced by girls, however, lies in the community rather than in the family.

Here too the factor of ignorance looms large. Many girls get into trouble because they are misled by boys and men who tell them that they will respect them more for yielding to their desires than for resisting them, and because they know no better than to believe it.

Where Lies the Final Responsibility?

NOR IS delinquency confined to the underprivileged. Sometimes overprotection is as bad as underprotection. The family is not always the determining factor. There can be no solution to the major problems of delinquency if we continue to throw the problem back into the lap of the family.

We cannot get far, either, in claiming that the difficulty is essentially a problem of the school. It is true that parents and teachers share in the common task of bringing up the next generation. Together they can do much to educate children toward acceptance of the values that will preserve a decent democratic society. But schools and families are also a part of the larger community, and they function educationally in the child's life in relation to all the other controls.

If we analyze our schools, we see that they are themselves implemented by forces within the community. Schools are not free agents; they are the agents of taxpayers, of organized lobbies and articulate spokesmen. They are, in truth, often an index of local unconcern about what is really vitally important in the lives of young people. As

Frankwood Williams has said, teachers and parents often behave as though learning to read and to master algebra were the most important things in the world. Yet obviously the adolescents' most difficult task is to grow up successfully, to divest themselves of the need of adult controls, and to develop wholesome attitudes about sex.

We may continue to attach importance to unfortunate home conditions, extreme poverty, unsatisfactory school stimulation, and association with the hoodlum and underworld characters who infest the areas in which children live. Yet bad homes seem to be a more important factor in the case of girls than of boys, and, as has been said, the majority of delinquents are boys. For boys the question of broken and immoral homes is not nearly so important a factor, since the boys usually get into trouble in some group activity. Just as other behavior is affected by local customs, so delinquency takes on local patterns and traditions that are passed on from generation to generation. Habits of stealing, of playing truant, of gambling—these are literally taught and passed on by the contagion of example. It is obvious that no one family in a community can solve this problem of group delinquency.

Since the war has intensified local problems, our Federal Government has assumed some responsibility, especially for the care of preschool children. But it is the older children, especially those past nine or ten, who are apt to become delinquents, and in most communities we are failing signally to accept any responsibility for their protection. Social pressure should be exerted to keep mothers at home—and to provide welfare funds for family support if need be. The community itself is responsible.

What Is to Be Done?

HOW, THEN, can the community discharge its responsibility? Only by recognizing it and setting up an effective plan of action to make the community safe for the children to live in.

Probably the most serious obstacle is the unwillingness of most citizens to admit that there is anything vitally wrong with their town or their neighborhood. As everyone knows, we all think we live in the best little towns (or the best big cities) in the country! It takes pretty serious evidence to convince most people that any child is subjected to extreme dangers in Localville.

But let us assume that the community really wishes to do something. The first steps must naturally be taken by those who are most keenly aware of the problem. The professional workers, the clergymen, the police, and the others who see life in the raw must make the rest of the

citizens realize the unsavory and undesirable influences that are contributing to delinquency in the home community. Naturally these vary from place to place, and it is important for each community to recognize its own special danger spots. Police can give much information, for they know where teen-age youngsters get into trouble.

The solution of the problem must depend upon the organized energies and resources of the community. These, too, will vary, but in every standard neighborhood there are local citizens who can serve effectively if they are awakened to the problem.

This calls for the enlisting of local leaders. School teachers, clergymen, the local grocer, the local ward representatives on the city council—all are persons who should be called into the local council. In every instance the leaders should belong to the local community.

If specialists and outside workers are called in, they should act in the capacity of consultants. Recreation leaders, social workers, probation officers, visiting teachers, and psychiatrists can all help in ironing out behavior problems. They can also give excellent advice as to how to direct children's energies into socially approved channels. But they cannot take the responsibility for the following of their own advice. The problem of keeping down delinquency must always be essentially the cooperative task of laymen.

Social workers in some communities, it is true, have attempted to keep down delinquency by coordinating the efforts of the local social agencies. Thus we have had the Los Angeles Coordinating Council, the St. Paul Project, and other similar activities chiefly concerned with checking delinquency in the early stages. Local welfare agencies have fostered many wholesome activities for "keeping the normal normal."

Mental hygiene clinics have gone far toward getting at the emotional basis of behavior problems. Juvenile courts, for which personnel standards are high, have been actively engaged in preventing delinquency in what they call the pre-delinquent stage; that is, they try through effective probation work to get children back on the right track before their early delinquencies become habitual. Recreational leaders have sponsored boys' and girls' clubs. Churches have attempted to provide character education.

By and large, our leaders, agencies, and institutions have thought long and hard on the subject but have made only piecemeal approaches to the problem. This is definitely a challenge to the parent-teacher association, which has done much and can do more to combat delinquency. The full resources of this mighty organization should be brought to bear upon the matter.

LARRY AND RUTH
FREEMAN



ARE you "writing a letter to Santa" for your preschool boy or girl? Then this article, the fourth in the study course "Basic Training for the Toddler," will bring you many of the ideas and suggestions you need.

Toys That Train the Toddler

AT THIS season parents are very busy with plans for Christmas. Santa's costume is brought out and sent to the cleaners, his whiskers are refurbished, and thought is given to filling his pack.

When that pack is opened Christmas morning, what will it contain that is of value to the toddler? Will the toys break to pieces the moment they strike the floor, be cast aside as meaningless baubles, and entertain the child only indirectly as he watches his parents playing with the complicated gadgets? Or will there be toys that train the toddler as well as entertain him—toys suited to his present interests, needs, and abilities? The answer lies in how carefully the choice of toys has been made.

This is a year for careful study of the toy problem. Parents may expect more than ordinary difficulty in making appropriate selections. Toy manufacturing suffers badly in wartime. There

is likely to be less variety, and there will certainly be more shoddy merchandise than is usual in this field. In many instances it may prove the "better part of wisdom" to build new toys in the home workshop or to renovate good second-hand ones. This may be the only way in which the toddler will get the kind of toys he needs.

The key to proper selection of toys for the nursery child lies in understanding the processes of growth that are paramount at his age. The toddler is vastly concerned with acquiring control over his body and with its appropriate orientation in his external environment. He is much interested in understanding and practicing the operations of daily living as revealed to his inquiring mind. Mother's work of sweeping, dusting, and preparing meals is likely to have an absorbing interest for him. The doings of an older child in the family also have their influence, and so do the general social scene, the commu-

nity, and—just at present—the war.

Kiddie cars, tricycles, walking boards, and ladders serve to develop gross muscular coordination, while blocks, balls, pounding boards and the like aid the development of the finer muscle groups. Dolls, cuddle toys, and miniature household equipment aid in the absorbing business of dramatic play. But these obvious aids to physical and social development somewhat obscure other aspects of growth that are also the legitimate province of toys. Sound play and simple movements also have an absorbing interest for the young child. Many hidden potentialities and latent desires exist, which need only the appropriate materials to find expression. A rich variety of playthings will “expose” the child to drawing and the other handicrafts and make him ready for music and the world of books.

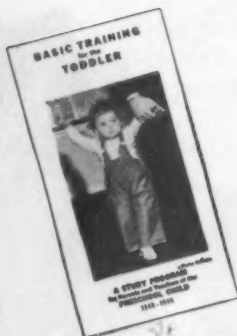
Toys Are Significant

THOSE OF us who have a deep interest in children's play often wish for some other names around which our discussions could revolve. To many people the word “toy” has a trivial sound. Even the dictionary describes a toy as “any trifling or amusing object—any bauble or knick-knack, a trinket or trifle”; and its definition of play is “action without special aim or for amusement; opposed to *work* or *earnest*.”

Parents who have studied their own children realize that such descriptions are not only superficial but absurd. Children's play is not a mere diversion dedicated only to joy and merriment. It is their business of life, their mode of learning—vital, passionate, and all-engrossing. Many children live with a few favorite toys in a little world of their own—and only by setting foot inside the door of that world may the parent or the teacher understand the true motivating forces of the child's life and adapt them to desirable ends.

The millions of dollars spent yearly in the production, promotion, and purchase of toys is just that much money poured down the drain unless playthings bring a real return to the child in the development of worth-while interests and abilities. History records the great variety of toys which at one time or another have been labeled “educational.”¹ Actually the developmental value of such items as the philosophical or scientific toy of the nineteenth century was greatly overrated. Even modern education, in putting major stress upon play apparatus that develops vigorous physical movements, has somewhat neglected the age-old instruments of dramatic play.

¹Freeman, Ruth, and Freeman, Larry: *Cavalcade of Toys*. Watkins Glen, New York: Century House, 1942.



Toys Change with Changing Needs

WHAT, precisely, are the toys needed to develop the toddler? Do not expect the expert to provide a simple formula that fits all cases. Only by observing individual children engaged in spontaneous play can a really intelligent selection be made. This will uncover the toy a given child will enjoy and be fitted to play with.

No two children are exactly alike; we cannot expect the same toy to serve the same need equally well for each. For example, the authors' first child, Jim, was greatly interested in blocks. From a very early age he sought the type of experience provided in block play and thereby developed his manipulative skills. The second child, John, at about the same age, shows no interest in blocks but attempts to gain control over his finer muscular coordinations by stacking dishes, pouring water from one cup into another, and arranging the table silver. Therefore, if Santa and the OPA permit, a set of tin dishes will be in order this Christmas.

At some later time John will probably become more interested in blocks than he is now, and we shall keep a good supply around the nursery—just in case. But it is our experience that the most rapid and adequate development is attained when we catch hold of a spontaneous interest and then direct and expand it by giving an appropriate toy.

We once bought some expensive outdoor gym equipment for the boys, only to find them sliding by preference down an old board set against a box. Then there is the electric train, which has always amused Father more than it does the children. The toy closet holds many other examples of the right toy given at the wrong time—small blocks when large ones were needed, panoramic picture books that served only as tracks for the toy pull-train, the color cone used as a hammer, the pounding board used as a stool, and the rubber squeak toys that became water squirters and substitutes for balls.

An intelligent child will make some use of any toy, even though it is not the proposed use. Since individual rates of growth are somewhat different, it is hard to predict precisely what toys a given child will use to best advantage at various stages.

Studies have indicated that some toys are suited primarily to a limited age range, while others continue, in varying forms, to have appeal and value throughout childhood. Blocks are a good example of the infant's first playthings; at the age of four to five months he will begin to oppose

thumb and fingers in an effort to grasp them. The toddler likes to carry large blocks from place to place and to load and unload them in wagons. Two-year-olds rarely use blocks for building definite forms but prefer the larger blocks to lug about; this gives them control of the grosser muscles. Real construction with blocks is well under way by the time a child is three years old, and by the time he is four he often names his structures. At five and six the dramatic impulse is very strong, and blocks are used to express pattern design and functional use as observed in real life. Dolls provide another example of a toy-type that serves through a number of years. Except for the "cuddle toys" they take to bed at night, two-year-olds usually are most interested in a doll they can drag about by a leg or an arm or whatever appendage is handy. Three- and four-year-olds will put the doll to bed, wheel it about, and dress and undress it in mimicry of the activities practiced on themselves. At five and six years the doll is used in the dramatic play of "house," or "tea party."

Some parents may be especially interested in toys of value to rather limited age levels. Rattles, teething and "comfort" toys, rubber squeak toys, the kiddie car, and the hobby horse are used primarily during the first two years. From two to four the child is much occupied with push and pull toys—the doll carriage, the wheelbarrow, the toy sweeper, the broom, the garden tools, the velocipede. Children aged from four to six years have a special interest in aids to dramatic play—steam shovels, doll equipment, toy soldiers, farm sets, and Noah's Arks.

What of Mechanical Toys?

IT SHOULD be noticed that nowhere in the listing of toys with either a long or a short age-range appeal have we made mention of the mechanical toy. The omission is intentional. Child psychologists and educators have little to say for either the interest or the value of this type of toy.

Of course, nothing displayed on the toy counter is considered more interesting by the average adult than the dancing bears, scooting mice, and laying hens. Children are brought forward to observe the "cute" tricks of Donald Duck with the jitters. If they display enough interest in the device in question, it is purchased for them. Their interest is likely to be transitory, however, for the toy makes little or no demand on the imagina-

tion, the skill, or the ingenuity of the player. "I want a toy to play with—not one that plays with me," was one child's reaction. It is only the dull child, as it is only the dull adult, who needs an elaborate toy to amuse him. If the mechanical toy is useful in demonstrating certain scientific principles, as are some of the simple movement toys, educational justification might be found for it; but if it serves only for amusement, it can be placed lowest on the list.

Select or Create

VARIOUS types of toys are valuable in different ways. Construction toys contribute largely to dynamic expression of personality, while pull toys develop skill and strength. Dramatic and imitative play is served by the doll and miniature household equipment, social development by games that require more than one player. Studies have shown the necessity of choosing special toys for handicapped children and those who show early signs of particular abilities; but for

the majority of parents interested in selecting toys for the toddler, certain general principles are a sufficient guide.

1. The toy should be suited to the age and activity needs of the child.
2. The toy should be sturdy in construction.
3. The toy should allow the child to do something with it.
4. The toy should permit the expression of both solitary and social play needs.
5. The toy should be safe to handle.
6. The toy should be connected with a spontaneous interest of the individual child.

All this may seem a large order. Quite possibly the toy counter will prove an entirely inadequate source of supply. If so, there is all the more challenge to the home workshop. With no more than a few tools and the kitchen table as a bench, wooden blocks of the right size and color can be turned out. Rubber balls are a thing of the past, but soft balls covered with gay oilcloth can be made by anyone who can thread a needle. Small wood food-packing boxes, painted spools strung on a string, and tin pan-covers fixed as cymbals are among the obvious possibilities. Some of the best "hunches" come from noting what the child selects from the kitchen, Mother's sewing basket, and Father's tool kit.

There is no royal road to finding the right toys for a given child. Thoughtful parents, however, will realize that careful observation of their own child's interests and needs is essential. Incidentally, the family will be drawn into a closer unit as mother, father, and older brother and sister join in filling Santa's pack.



UNDER THE WESTERN OR THE EASTERN STAR

DRAWN by a telltale streak of light, Miriam Talcott knocked on the door. "Not in bed yet, Deborah?"

"Not yet, Mummy." The words and the silence that followed were pleading. "Honest, I'm not a bit sleepy."

"Studying?"

"Well—I'm *almost* studying."

"May I come in?"

"Yes, of course, Mummy."

As always when she entered the room of this fourteen-year-old, Miriam felt an amused and helpless wonder. How could anyone so perfectly reverse the process by which God had made the heavens and the earth? Here, in the beginning, there had been order—a basically good room. But by the time Deborah had added all the things that ministered to her lingering childhood and emerging adolescence, chaos ruled supreme. Miriam hunted in her mind for a description she had once read—and unintentionally memorized—of the way a blue jay builds its nest: ". . . a loose, carelessly constructed affair, with ragged rim, made of sticks, leaves, bark, weed stems, grass, pine needles, and string." Just such a nest had Deborah built for herself—out of an impartial love for movie stars, the Army, the Navy, and the Air Force, hockey, Indian craft, books, pressed wild flowers, party favors, soap carving, and guppies.

She sat at her desk, now, self-consciously looking too busy to be sent to bed. A paper was before her; a pencil in her hand. Miriam sat down in a chair by the window to await developments.

"I really *am* almost studying, Mummy. I'm writing a poem."

"Oh, Are you going to read it to me?"

"I'd like to. Just a minute."

Again there was silence . . . then an explosive sigh of relief. "There. That's done. Honest, I couldn't go to bed till it was finished, could I? I mean, a thing like poetry takes *precedence* over a thing like sleep."

"Well—that policy could be carried too far. Still, I see what you mean. A poem that's ready to be written does rather have the right of way."

"This one isn't a bit like most of the poems I've written. It's—well, it's more mature, some-

War Comes to

TO a girl of fourteen in a nation at war, life is a thrilling and a tremendous adventure. To the fathers and mothers of girls of fourteen—and upward—the war brings a feeling of added anxiety on those girls' behalf. Will they be able to withstand the glamor of the uniform, the pageantry? Will they come to maturity safe and sound?

how. I guess it comes out of a deeper feeling. It's called *A Soldier's Wife*, or *The Larger Loyalty*. You know, Dr. Clark talked about that in his sermon last Sunday: the larger loyalty. I don't think he meant it just the way I do—but it's a beautiful phrase.

"Well, anyway,—here's the poem: *A Soldier's Wife*, or *The Larger Loyalty*:

Your letters can't tell me where you are—
Under the western or the eastern star.
I look east and west—and wonder.
But I know you are true.
And you don't have to wonder;
I belong to you . . .
I'm right here at home,
And I belong to you.

Don't you think it's sort of—impressive, Mummy? Honestly? I mean, the soldier's wife just staying there at home and being true to him and all?"

"Quite impressive. And you know, I think you're right about its being more mature—the style, I'm thinking of. It doesn't just jingle, does it? The way you've held back the rhythm in some of the lines . . ."

"Oh, Mummy. Thanks!"

"Were you thinking of Sue and Bob when you wrote it? She doesn't know where he is now—'Under the western or the eastern star.'"

"Yes, I guess I was thinking about them. No, I wasn't, Mummy. Not really. I've—I've got something else to tell you. I met romance just a week ago today. This is a kind of—of anniversary poem. When I wrote it, I was thinking of Claude and me."

"Claude?"

"Yes. You don't know him, Mummy. He's in the Navy—like Bob."

"Where did you meet him?" Miriam hoped her

Liberty Hill

own sudden anxiety did not make the question sound too sharp. But there it was, just under the surface—the fear that could never be wholly absent during war; the fear of what her own mother, one war ago, had called ‘uniform lunacy.’ There couldn’t be much need to worry about candid Deborah. But when you saw what was happening to fourteen-year-olds nowadays . . .

“It took place just a week ago today—in the Hartley Square Drug Store.” Deborah spoke with measured wonder. “That was the day of the heavy snow. I got awfully tired walking home from school, having to pick up my feet out of that thick snow every step—and I was feeling awfully alone, somehow, and down. So I went in the Hartley Square Drug Store and sat at the counter all by myself and had an ice cream soda.

“Isn’t it queer, Mummy, how often the darkest hour really is just before the dawn? There was hardly anybody in the store; and I just sat there alone thinking how awful it is to be the wrong age when there’s a war—when all over the world the lovers are meeting and parting.

“And then—he came in. He sort of . . . *burst* in, out of the snow, and stopped just inside the door, laughing, to brush himself off. I saw right away that he was sort of wonderful; tall and dark, and distinguished in his uniform. He sat at the counter, just two stools away from where I was, and ordered a Swiss on rye and a cup of coffee.”

She sank into remembering silence. Miriam relaxed. Somehow this didn’t sound like anything to worry about; just Deborah married to romance. She prodded gently, “Well?”

“Well—I didn’t really mean to speak to him, I

guess. I just looked out of the corner of my eye, at first, to see what his sleeve mark was. And then—the words just somehow sort of came. I said, ‘You’re in the Signal Corps, aren’t you?’

“He turned—surprised like, you know—and looked at me. Then he sort of smiled—and he said the most beautiful thing I’ve ever heard. He said, ‘Yes, and your eyes are a signal to me.’ Isn’t that beautiful, Mummy? I mean it’s—it’s *smooth*, isn’t it? And I guess he must have thought I was a lot older than I am, because that’s the sort of thing a man only says, I mean, to a *woman*; he wouldn’t say it to a *child*.

“Well, I wanted awfully to say something beautiful myself—but I never can when I’m having strong feelings. I always say

something *prosy*. I can always think of beautiful things to say when I don’t care a bit—but when I want to . . .”

The silence this time verged on despair. Again Miriam gently prodded, “But you did say something?”

“Yes. I said, ‘I knew by the insignia on your sleeve.’ Wasn’t that a dumb sort of thing to say? I mean, it wasn’t beautiful. It was so kind of obvious. And then I said, ‘I guess I know just about all the sleeve marks there are.’

“‘Do you?’ he asked. Then you’d never guess what he did. He reached over and took my glass, and he carried it and his own sandwich and coffee to one of the tables. ‘Come

here,’ he said—and I went. I couldn’t *not* go, because you see my ice cream soda was already there.

“Well, he took out a paper and pencil and gave them to me and said, ‘I’ll find out if you know them.’ So he named things off—like ‘electrician,’ you know, and ‘bomber’ and ‘machinist’ and ‘quartermaster’ and ‘parachute man’—and quick as anything I drew the pictures of their sleeve marks. I guess he was pretty surprised. The only ones I couldn’t make look right were ‘diver’ and ‘submarine’—and he said that was all right because they were pretty complicated and hard to draw. Well—I guess he thought any woman



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who was interested enough to learn all that must be pretty intelligent. So we just sat and talked.

"My ice cream soda was all gone by then. I couldn't even pretend it wasn't, because the last time I sucked on the straws, sort of pretending, it glugged. So he said I ought to have something on the Navy—something special. So I had a double butterscotch sundae with pecans. I knew I could make that last a long time.

"We sat and talked about just everything. I didn't feel a bit shy. I guess it was a case of one of those great sudden understandings that come between men and women sometimes. I told him about Blake"—her voice broke suddenly—"and he was awfully nice about that. Then I told him about Diana and Jerry, and how Jerry's probably going to have to leave almost any time now—and about Sue and Bob and how they were married at our place. Mummy, you know the wonderful thing about that story of Sue and Bob is that it's beautiful to tell just the way it really happened. I mean, you don't have to fix it up here and there, the way you do with most real-life stories, to make it impressive. Well, anyway, I told him a lot of things, and he told me about himself and his home. He's from Nebraska—Lincoln, Nebraska. I certainly never thought when I studied geography that Nebraska was going to be important to me.

"And wasn't it sort of wonderful, Mummy—sort of *providential*, I mean—that the dumb thing I said about knowing he was in the Signal Corps because of the insignia on his sleeve was the right thing to say, after all. Because that really gave the start to everything that came after.

"I saw it was getting pretty late—and the snow had stopped—so I said I guessed I'd better go. He said he had to go too. He was just waiting for the next train through to Hamilton. Well, I told him my name, then. I wrote it on a piece of paper for him, with my address. And he told me his name; it's Claude Hunter. He didn't give me any address, because he said out where he'd be going next there wouldn't be any—or if there

was, he didn't know it. You see, that's what the first line of my poem's about. I really don't know where he is—and I really do look east and west—and wonder. But he said maybe he'd write me some day, from somewhere. . . . He said it just like that—'some day, from somewhere'—and it had a beautiful lonely sound. . . .

"He walked as far as the corner of Sycamore with me, and then we just said good-bye—and I have nothing left but a beautiful memory. But you can see, can't you, Mummy, why my poem is more mature. I've had a great experience. I mean I've met a man with whom I can share my innermost thoughts. And I'll always have, as long as I live, that first beautiful thing he said: 'Your eyes are a signal to me.'

"Somehow, he's made the other boys I know seem awfully young. Like Larry, for instance. You know I'm fond of Larry—but he's so young. Of course, he does know his music, and he's making up some swell pieces for his orchestra, too; making them up all himself. I mean original pieces. Do you think he's going to be a great composer, Mummy?"

Suddenly her body stiffened with an idea. "Say, listen—I've just thought of something too utterly wonderful! What Claude said, you know: Do you think it would be disloyal to him if I sort of suggested a song to Larry? Look—it'd go like this—and you could do a swell dance. . . ."

She was on her feet—absorbed—trying out a step and a tune. . . .

"I'm fighting this war
In the Signal Corps—
And your eyes are a signal to me!"

Tom Talcott, coming upstairs a little later, found his Miriam sitting at her dressing table convulsed with silent amusement. He smiled in sympathy. "What are you chuckling inside about?"

The chuckle rippled into laughter. "Oh, Tom, I'm glad you've come. It's Deborah, as usual. That child is the joy of my life."





Notes from the

NEWSFRONT

Unusual Jobs.—Many ingenious ideas for self-support have cropped up here and there over the nation, many of them based upon wartime needs. They include a shoe-breaking-in bureau, whose members will wear new shoes into comfort for fees ranging from three to five dollars; a four o'clock office tea service, complete with crackers and sliced lemon, to relieve fatigue and speed up office production; and—of all things—a “frank criticism service” that proposes to enable its clients to see themselves as others see them.

Gift Wrapping.—Many department stores in our larger cities are discontinuing their usual practice of wrapping and mailing Christmas gifts from the store. Customers are asked to attend to such matters at home, since the stores have all they can do to maintain necessary services in the face of the labor shortage. This should entail no actual hardship, for there are few more delightful occupations than wrapping and tying the gay packages that add so much to the joy of the holiday season.

Progress.—With the many serious and effective studies now being conducted by research physicians on the cause and cure of infantile paralysis, it is interesting to know that only as far back as our grandmothers' day there was a widespread theory that the disease was carried by butterflies.

December Brides.—Although June is the traditional marriage month in our country and in some parts of Europe, December is highly favored by the brides and grooms of Norway and Scotland. The reason? Fishing is a main industry, and December's the month in which the fishing fleets come home.

Understatement.—A dentist escaped from the German Reich has gone on record to the effect that Adolf Hitler's teeth are badly out of alignment. And maybe, remarks one commentator, that isn't all.

Fanciful Fabrics.—Textiles after the war will have many novel aspects. Some of them will be made of spun glass, some of the casein fiber taken from milk, and some of glazed paper.

Alarming Symptom.—It's all in what you're used to! A British army officer brought his African houseboy home with him—and the first time the boy saw his breath emerge visible on the cool air of his new home he flew in panic terror to his master for help, believing that he was literally burning up with fever.

Youthfulness of Mind.—Flexibility and open-mindedness are admitted to be important in a changing world. It has been suggested that a conscious effort toward these desirable qualities may help. Three tentative rules are given: 1. Watch your first reaction when you are confronted with a new idea. Do you resent it? If so, something's wrong. 2. Reexamine your old convictions. Do they still hold good in the light of present circum-

stances? 3. Don't be afraid to grow. If a new idea has value, make use of it. In other words, stay young of mind, for this is the natural attitude of youth.

Are We Lazy?—It has been reliably estimated that if all transportation were stopped throughout the nation nearly seventy per cent of the population could still get to work if they were willing to walk two miles or less. Many of our grandparents walked much farther to go to school.

Remember the Hospitals.—Patients confined to the hospital during the Christmas season must not be forgotten, this year of all years. There are many gifts, large and small, that will bring them real joy. The loan of a radio or a victrola often provides a genuine thrill. Pretty things to wear in bed—hair bows, nightgowns, and bed jackets—are welcomed by women. Children like presents that give them something to do—materials for easy handcrafts. Men appreciate collections of good cartoons, crossword puzzles, and books.

Teachers' Contributions.—A group of six women selected at random and asked what permanent lessons had been taught them by teachers at school responded as follows: (1) the facing of personal responsibility; (2) a democratic attitude toward all other human beings; (3) self-reliance, the power to make decisions; (4) concentration of attention and effort; (5) a realistic approach to life's problems; and (6) an appreciation of the contribution of mathematics to civilization. Not a bad record, on the whole.

Holiday Travel.—As might have been expected in view of transportation conditions, the Office of Defense Transportation urges that the traditional custom of visiting distant friends or relatives at Christmas be somewhat curtailed this year. The ODT has sent letters to government agencies and private employers, requesting that they refrain from granting vacations or time off during the holidays to employees who would travel. Business trips are also to be curtailed wherever possible. This is a field in which all-out cooperation can help.

Holiday Safety.—With all the emphasis on safety precautions at home, it's a good thing this year to make sure of a safe celebration of Christmas. Inflammable decorations should not be used, and all electrical ornaments should be tested beforehand to make sure that the wires are still insulated and in good condition. Candles should not be used for the Christmas tree, and candles used elsewhere must be used with the utmost caution, particularly if there are young children in the family.

Noel Indeed.—Churches all over America are looking forward to the observance of this year's holidays as a season of prayer for universal understanding and human brotherhood. May it bring us all they would ask of blessing and peace.

The Free Child's Personality

JOSEPH MILLER

JOHN DEWEY, the well-known philosopher, in an address before the National Education Association in 1937, said: "The foundation of democracy is faith in the capacities of human nature; faith in human intelligence and in the power of pooled and cooperative experience."

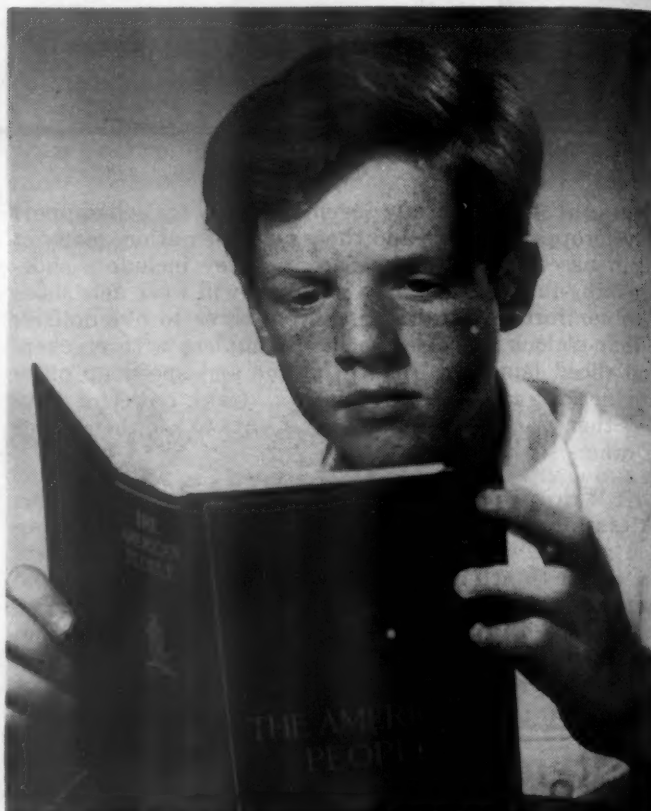
According to Dewey, then, democracy is not only a special political form and method of conducting government; it is more than that. It is a way of life, social as well as individual. We say and hear it often, though perhaps we don't appreciate all that is involved in the saying. It means that a man or a group of men cannot rule others without their consent; that the people must have a share in the management of the government. It means too that the needed intelligence for this government is not confined to a superior few, but to the whole group. Even when we admit that what we call intelligence is distributed in different degrees, it is the democratic faith that the distribution is enough to give each individual something valuable to contribute.

In order to be able to exercise this privilege of taking part in government—not only political government but government of his church, business, shop, and family—a person has to be trained from childhood up. And, since it is the main task of the family and the school to influence directly the formation and growth of intellectual, emotional, and moral attitudes, it becomes a matter of paramount importance what kind of methods the family and the school are using to develop these attitudes. The delicate and difficult task of developing good judgment and character in young people needs very close scrutiny.

Give Each His Due

THE FIRST principle of democracy is a sympathetic regard for the intelligence and personality of every other person, even if he holds views opposed to ours. Applied to child training, this principle requires that both the parent and the teacher understand the unique characteristics and responses of every child and continually devise new techniques and methods that will integrate each individual personality on its own terms. Only then will the child grow up to be a self-posessed and responsible citizen.

To those who have had an opportunity to observe many children, it has become increasingly



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apparent that when the adult understands the child and rarely gives a command contrary to the child's basic needs and drives, there is no friction between them. On the other hand, adults who impose their will upon children without any regard to their needs, desires, and development are very likely to cause a multitude of maladjustments. One of the chief causes of excessive lying in children, for example, is unintelligent, too rigid discipline. Lies have always been the refuge of the oppressed and the persecuted.

The wrong use of discipline also makes a child clay in the hands of anyone stronger than himself. It may make him shirk responsibility. It may cause him to be unable to decide for himself. Or it may cause him to grow up defiant, disregarding all rules and regulations, lacking self-control and vision. All these and similar qualities certainly are not a good preparation for living in a democratic society.

A home or a classroom governed in such a way that it constantly reminds the child of his deficiencies certainly will not develop a self-reliant, independent person. All children feel inferior; adults are bigger, stronger, and more powerful. Often a child is reminded of his own weakness and inadequacy by just being a child. It is easy for a

parent or a teacher to become a dictator or a tyrant. He is older and stronger. He is the head of the group, the judge from whose decision there is no appeal. Unquestionably it is much easier to create an "efficient" home or classroom by using fear, punishment, and rigid discipline. But when we want to train a child for democratic living we have to discover and then stress the qualities in which that child is superior. Every individual child has to be appreciated as he is.

The Harvest of Wisdom

SEVERAL YEARS ago the writer conducted a research project comparing maladjusted children with those who were well liked in school and in their neighborhood. One of the most characteristic qualities of the homes of the more fortunate children was emotional security. The parents of the well adjusted-children not only loved them but also admired them, tried to understand them, and respected their right to think for themselves. None ever demanded blind obedience. They were anxious to get their children's viewpoint and to explain their own ideas. They appealed to the sympathies and understanding of their children in order to make them accept the necessary regulations. None of them believed in resorting to fear as a method of discipline. Their children did not need to fight for their place in the family. They all were equally appreciated, and they all had the feeling of secure belonging.



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THIS, the fourth article in the study course "The Family's Stake in Freedom," deals with the meaning of democracy in terms of discipline and family living. How soon can a child begin to comprehend democracy? What are the attitudes needed by the parents and teachers who must guide the child's course during the years of his development? Here the reader will find not only the answers to all these questions but some pleasing evidence of the rewards that democratic training will eventually bring to both parents and children.

The following letter, written by one of these well-adjusted boys while he was away at college, illustrates best the spirit of the families from which these children came:

Dear Mother and Dad:

I meant to write sooner but to be different I won't give an excuse this time. School has been very quiet. I have nothing of importance to tell you. However, I do want to tell you how much I enjoyed Thanksgiving even though I wasn't at home a great deal. I never thought that one had to go away from home to find how wonderful one's home was. To come in the afternoon and find your mother waiting for you with the bubbling happiness that characterizes her and to know that she has been preparing all the dishes that her boys like; to meet Dad at the door as he comes home from work and pat him on the back and say: "Hiya, Dad?"; to have one of our famous discussions either at the table or in the living room with Dad's ironical humor and Mother's subtle teasing of Dad; to talk to Grandpa or delve with him into the realm of science; to bring your girl to the house, where she is always welcome; to know that Mother and Dad understand; just to be at that place for which there can be no substitute—that's home. . . .

Love
Joe

Naturally certain restrictions upon the behavior of children are necessary as a preparation for democratic living. Children must learn to accept authority, but only insofar as this implies a voluntary, thoughtful acceptance of leadership. They should know discipline, but only as a necessary restraint for some specific good purpose—not obedience for its own sake. Too much obedience is

as bad as none. "Stubbornness, if coupled with good judgment and a sense of values, has made history. This country is the result of an emphatic 'no' on the subject of tea tax. Science, philosophy, and religion all owe their achievements and progress to men who knew how to hold stubbornly and often unto death, ideas and principles which seemed right to them."

Accepting the Democratic Ideal

ANOTHER HARMFUL attitude is often developed in a family of the opposite sort to the one just described. This is an attitude of false superiority—quite as bad a preparation for democratic living as is lack of self-discipline. There is a peculiar egoism in those families that try to impress upon the children that they are and must be superior to everyone else—that they should consider themselves better than all other children. Since the child in such a family daily witnesses the manifestations of his father's autocratic authority, he himself often accepts the ideal of power and the pleasures connected with its possession. And, as every child strives for superiority, sooner or later he will demand the same obedience and submission his father demanded from him. Many of our social tensions, many of the serious problems connected with class and group struggles, are the result of this attitude, developed at home in the early years. Under the influence of a feeling of superiority, power, and authority, the social feeling so necessary to democratic living, to

Dewey's "pooled and cooperative experience," can be developed only to a small degree.

Finally, a stern, authoritative education often destroys completely any joy in life that a child may have. As an adult he becomes a bitter, disillusioned person, who often feels lonesome not only in his own family but in the community, the nation, the whole of humanity, and even the universe. His contact with his fellow men and his approach to the problems of life and his occupation will be affected by the general attitude he acquired in his strict and authoritative childhood environment. He will never be at peace, either with himself or with the world. He will never reach his full emotional stature.

Only by providing freedom of expression and respecting the needs of each growing personality can adults lead their children to an intelligent, voluntary habit of self-discipline and self-management, which alone will make a person capable of being a practitioner of democracy and its staunch advocate and defender. The democratic faith can hardly be distributed wholesale through the movies, the radio, or the daily press. It has to be acquired and instilled consciously, through intense, democratic living, and passed on from father to son, from teacher to pupil. Only through personal contact with mature adults who are fully conscious of the purpose of education and acutely concerned that the young people shall carry on the democratic tradition will our young generation learn, despite war and chaos, how to believe in itself and the world of which it is a part.

A CHRISTMAS PARTY

*Down in the rooms of the warm valley farm,
Shouts and laughter come; the children play games,
Speak words and hurry from thought to thought.
The sound of their laugh breaks through the frosty night.
It is one with the light on the windows,
The warm beating hearts, the popcorn snowflaking.
They seem the center of all things new and beautiful—
The breath, fingers on the books, eyes in the light
Of the mass of the colored Christmas tree.
And outdoors, beyond the breath of their being,
The craggy hills with the bones of the frost-tight boulders
Tower in hard silence, lean upon the darkness.*

—SGT. DANIEL SMYTHE



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NPT Quiz PROGRAM

THIS quiz program comes to you through the facilities of the National Parent-Teacher, broadcasting from Station HOME. The questions here dealt with are among the many that come repeatedly to the notice of the Magazine's editors.

→A year ago my husband and I adopted a baby, a little boy eighteen months old. We feel that it is time to begin making up our minds whether or not we shall tell him he is adopted, for it will not be long before he reaches the question-asking stage. What is your opinion?

YOU ARE wise in concluding that it is time to give thought to the matter. Most authorities nowadays agree that it is better to tell the child about the adoption.

For this there are several reasons. The most obvious one is that if the information is given as early as the child can understand it, he will take it quite as a matter of course. If, on the other hand, he is allowed to think for years that he is an "own child," so to speak, the knowledge that he is adopted may come as a cruel shock to him. By that time he has met and mingled with other children, many of whom have been told unpleasant tales about foster parents, stepmothers, and the like, and all he has gained from years of careful training may be threatened by his violent emotional reaction to the news.

A child who has "always known" that he is adopted has the advantage here. His parents have not cheated him; they never pretended to him that he was born in the family. They told him, no doubt, that he was picked out from among many other nice babies because he was the nicest of all and they liked him best. An adopted child with whom this technique has been used will frequently boast of his adoption. "My mother and my daddy picked me out," he will say proudly. "They liked me better'n any of the other babies."

There is no need to fear that telling your little boy of his adoption will make him love you or your husband less. The affection of a child goes out naturally to the adults who cherish him, whether those adults are related by ties of blood or not.

As to the question of telling the whole story

of your baby's background, that is a matter for a separate decision based on the facts in the particular case. It will, at any rate, be some years before the child is much interested in that. By the time the question arises he will be so firmly grounded in the affections of his family that he can, if necessary, be told most of the facts without harm.

→Our eight-year-old daughter is a "putter-offer." "I'll tend to it tomorrow," she is always promising, or "After awhile I will, Mother." But "after awhile" never seems to arrive, and we find ourselves coming to the end of day after day with no improvement in sight. She is such a good child otherwise that we hesitate to be severe with her.

IT'S A rare adult, even, who is not a "putter-offer" at times. Most of us yield all too frequently to the recurrent impulse to "let it go until Friday" or to "let George do it." To children, for whom the world is so full of a number of things that every moment is likely to be packed with absorbing interest, the temptation to dally over humdrum tasks is even stronger.

The first thing to do is to make sure that your daughter has plenty of time for the pursuits that especially interest her. The next thing is to make sure that the responsibilities you wish her to take are not too far away from her main line of interest. With children, temperament must always be considered to a certain extent. Why not give the little girl a short list of household tasks to choose from, and try her on those of her own selection before you assign her any others? You may find that when she chooses her own work she will do it willingly and promptly. Of course, it is quite true that everyone must also learn to give willing service along uncongenial lines from time to time; but that takes a long time to learn; some of us haven't learned it yet! We can afford to be patient with our children and give them some choice at the beginning.

You are right in thinking that severity on your

part would not help. If a child is really irresponsible (more so, that is, than is natural and predictable at his age) life itself will furnish all the severity necessary. In case no improvement takes place when you give your daughter her choice of responsibilities and a fair amount of time to adjust to them, it may be wise to let her feel the consequences of her slackness. This does not mean that you should punish her; it does mean that perhaps you should let circumstances punish her. It is much easier, of course, with a good and lovable child, to protect her from the consequences of her own neglect, and you have probably done just that many times over. If the measures suggested bring no results, try letting her see for herself what comes of the shirking of duty.

→Our daughter, just out of high school, does not want to go on to college. We can easily afford to send her. She wishes to work for a woman of our town who runs a small, exclusive dress shop, with a view to learning the details of the business and later setting up a shop of her own. We are greatly distressed at her wanting to give up college. She did well in school.

THIS GIRL has plenty of initiative, that's evident; and plenty of persistence, since she has brought you to the point of asking advice; and presumably plenty of intelligence, as you say she always did well in school. All these things being true, it seems a pity that she should not make the most of her very liberal endowment of desirable qualities.

That she would make the most of them by going on to college and broadening her education and her understanding of life through a few more years of study also seems evident enough. A girl just out of high school is too immature to see all the possibilities of a situation like this without help. Try to show her that success in the business world, as in any other field, is both hastened and heightened by a thorough general training. Narrow specialization at too early an age can be disastrous. Every young person needs to know many things that do not come within the scope of any one vocational line.

Try to show her, too, that although vocational openings of many kinds are available now, it may not always be so. Jobs are always plentiful in wartime. After the war is over the picture will change—and it will be the supremely well-prepared who will get the most desirable opportunities. Suppose she has progressed by then to a position with a shop whose clientele is best served by someone just a little above the ordinary in cultivation and general knowledge. If another

girl appears who did take the time and the trouble to finish her education, that girl may take from her all that she has won.

Finally, persuade her to try college for a year at least, just as a matter of good sportsmanship and fair-mindedness. She will surely be willing to admit that your experience is superior to hers and to go to that extent in giving you a chance to prove your point. The chances are that by the end of the first year in college she will be in love with campus life and wish to continue. If not, she will at least be a year older and just that much better prepared to make a wise decision.

→What am I to do with a nine-year-old girl who won't pay any attention to other children? She doesn't seem to dislike them; she just isn't interested. When one of her schoolmates comes to see her she turns over all her toys to the guest and goes off in a corner to read. The other children play happily all afternoon with Doris' toys without Doris' taking any part whatever.

THIS APPEARS to be one of those rare cases in which withdrawal does not mean any particular emotional trouble. So far as can be determined, Doris simply prefers her books to her toys, and, knowing that her friends like the toys better, gives them what they want. The other children seem to accept this attitude on Doris' part as a matter of course. It does not turn them against her, for they keep coming to see her. She has no grudging or resentful feelings toward them, since she lends them her toys freely and willingly.

Some children do tend that way. Doris, being fond of reading, has probably read herself a year or two ahead of her schoolmates and fails to find their games interesting for that reason. Yet she is friendly and courteous; there is no spite, no fear, and no superiority in her attitude toward them. If there were, the other children would notice it fast enough—and repay it in kind.

Probably the best thing to do about Doris' peculiar manner of entertaining her guests is to adopt a policy of watchful waiting. Give her a year or two; wait until she reaches the threshold of adolescence, and see whether she doesn't wake up with a start. Five years from now you may be wondering what on earth has become of the quiet, quaint little bookworm who used to peep amiably out at the other children from behind the worn covers of *Swiss Family Robinson* or *The Water Babies*. Perhaps, too, you'll be wondering where the young genius in your family has suddenly sprouted from. Children like Doris are apt to be full of surprises. Wait and see.

GLADYS
T.
BARRON



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One Family and the War

EACH day of our lives, we are searching for adequate answers to the countless problems that war has brought and will bring into our personal existence. These days stand for change and the unknown. As war comes close and touches us and our families, we grasp desperately for some answer that will turn this chaos into order.

The specific problem that has forced itself into my consciousness is that of maintaining a normal family life for our three children and meeting adequately the needs of their individual growth without the immediate aid of my husband, who is now serving in the Army at an overseas post. Before the war temporarily disrupted our family circle, our home may well have represented thousands of average homes throughout the country. My husband and I had made a conscious effort to create the kind of home in which our children could feel "belongingness." So much did we desire this feeling for them that we were willing to postpone our grown-up plans to satisfy the current needs of each child. A desirable spot for a lovely azalea bed in our backyard became a

landing field when the boys needed it to "parachute" from the "big tree"; the lily pool we had visualized as the beauty spot in our garden became the harbor waters where diverse craft made at home and at kindergarten were tested and tried on many voyages; the flowering peach tree in the front has more than lived its allotted years of usefulness as "the neighborhood climb-around for the small fry."

No Place Like Home

EACH CHILD'S room is his sanctuary, reflecting on cabinet, desk, and wall the hobby or interest of the day. The thirteen-year-old son's room rivals any collector's den, with specimens of bird and animal life, books, microscopes, and drawings. The eight-year-old daughter's room indicates that dolls and books and the game of "playing school" are, at the moment, the most exciting joys of a little girl's life. The youngest child, a boy just six, prefers sturdier things. In his room we find wood, lumber, sticks, a saw, nails, a "block model" of an airplane.

In this home of ours, affection and a feeling of safety have given stability to our lives. We made much of family pleasures. To be sure, there were moments of strife, disagreements, upsets—but through them each member of the family drew strength from a sense of inner safety, knowing that it was “all in the family.”

Then, when the time for separation came, this feeling of “belonging” served us all in good stead. I am sure it was this that furnished the stamina necessary for the three children to talk calmly with their Daddy about his leaving for overseas duty—that enabled them to go to the train and with tearless smiles to wave him “good-bye” and call to him, “Hurry back, Daddy.” And, on that night just before he sailed, it gave them the courage to talk to him a thousand miles away about a pair of squirrels they had been watching and the baby chicks they meant to buy in the fall.

It was easier having a “home” to which we could come. We came back from a temporary residence near a military encampment, and immediately the children and I felt it was good to be here. Soon I realized that our home and what it meant to each of us was going to be the stabilizing factor in keeping our children the normal youngsters we had tried to make them. Very soon I found that they wanted to maintain as nearly as possible the kind of home we had always had. When Christmas came, they wanted the same kind of decorations, the Christmas tree in the same corner of the living room, the same type of garland on the front door. Their reason: They wanted Daddy to know exactly how the house looked during the Christmas season. So strongly does their father figure in the family relationship that the feeling of including him is perfectly evident in spite of the fact that he has been out of the United States for more than a year.

Facing Things Together

AND YET, realizing that courage to keep things just as they were is not enough, I have tried to guide them toward accepting the changing ways of life. This has been attempted in two ways. First, we discuss current events together; the children are kept daily aware of what is taking place. Before their father went overseas, we had discussed the possibility of his going and the eventualities that might follow. Each child knows that he may discuss his problem and that we'll do our best to solve it. “May I talk to you privately, Mother?” has become a very familiar expression at our house.

In addition to this awareness, I want them to know the joys of participation. They are aware of the fact that they are helping by lending their

Daddy to the Government and that thousands like him are fighting for our country's cause. I am trying to help them see that each of us can have as vital a part in the large plan to finish the war and to make the world a better place for all people. In the matter of rationing, they are taught that they are sharing what they have with those who might not have any. It is easy for a child to understand that the drugstore can't deliver ice cream because gasoline and tires are needed for more vital jobs—that each family must have a Victory garden, not for that family, particularly, but to help save the surplus food for the nations at war. Our children grasp with enthusiasm any means of personal participation—tin can collection, the scrap drive, conservation of food, gas, and tires, buying of war stamps.

Comrades in Courage

THE thirteen-year-old boy has felt more keenly than the others his Daddy's absence. He misses having him do the things that boys and Dads do together. I'm not much good at most of those things, but I've tried to be a good listener when he wanted to talk about his problems and his plans. The hardest thing that I have had to do is to “untie the apron strings”—to let him go on that overnight hike, to allow him to take his required fifteen-mile Scout jaunt with one other fellow, to smile when he didn't get home until dark. It was worth a day's anxiety to hear him say, “Gee, Mom, and you weren't even worried!”

And now high school is ahead. We've talked over his course of study—he's decided that he'll take two years of Latin as required work and then elect biology and chemistry later—he'll need them in medical research. He knows he's missing out by not having his Dad, but, after all, he is proud that Dad is doing his part.

Of his own accord, he has taken over building the fire in the hot water heater and checking the doors at night before he goes to bed—things Dad used to do. And when I had a tooth pulled the other day he insisted on going with me. His “You're sure you're all right, Mom?” made me happy as a knight's accolade.

It's not easy. I've probably failed in many ways, but I've given them much love. I believe that they will keep their normal outlook. They have little bitterness in their hearts; they are growing and developing. Whatever comes, of joy or of sadness, I hope they can meet it with courage, not resignation; with confidence in the goodness of man, not distrust; with awareness, not blind acceptance. I want each of the three to feel that he can become an integral part of a bright new world that he may help to create.

See Here, Private Citizen

MOST of us, even those of us who are working in the Army, assume that when a person leaves school to enter the service his education is necessarily interrupted. That is not so. The Army and the Navy and their auxiliaries conduct extensive educational programs.

These training and educational programs are of five general types. For enlisted men inducted into the Army there is the basic military training, in which a man is given considerable instruction in health, personal hygiene, and physical education; he is also given a background of citizenship.

Too, a soldier may go to a special school, where he will receive efficient training and instruction in any of the very large number of occupations through which this highly organized and technical Army does its work.

For officers in the Army there is the officer candidate school, where the men receive more of the basic training to which I referred, together with additional special training for the work of the particular branches in which they are serving. In addition to these officer candidate schools, there are special training schools in the various branches of Army work.

These four types are more or less known to everybody. But there are others, which bulk very large in their total amount; there are off-duty, non-training opportunities, and these are especially important for boys just coming into the services from high school. The Armed Forces Institute offers an opportunity to men in the Army, the Navy, the Marine Corps, the Coast Guard, and the auxiliary services to enroll for standard high school courses through correspondence. They may enroll in any course for a registration fee of \$2.00. The lesson instruction and the correction of papers are done by highly competent university grade instructors. For those who are interested in education at the college level, more advanced courses are made available through the cooperation of some eighty colleges and universities in this country, which offer a total of more than 800 courses for men in service. These courses are available to the men wherever they may be.

The Armed Forces Institute has a very large staff of test construction experts. These experts, in such places as the University of Iowa and the University of Chicago, are developing tests by

which men and women in the services can demonstrate what they have learned in the Army, whether they have taken a formal course or not. For example, if a man is in chemical warfare service and there, through his everyday experience or through special training, learns something of chemistry or mathematics or any other subject in which he may wish to be examined by the Institute, he may take those examinations (which are well known to all colleges) and submit to the college of his choice the examination results. A very large number of American colleges have already agreed that they will use these test results as the basis of credit.

We are interested not merely in giving the colleges and schools the most dependable possible evidence of what the men have achieved; we are more interested still in having the men get into the habit of using these educational institutions while they are in service, so that when they go back to civilian life—and we hope that won't be too long—they will look forward naturally to continuing their contact with educational institutions. We are trying as far as possible to use existing courses and existing test materials.

OUR CHIEF problem at present is that there are millions of men and women in the services who have never heard of these opportunities. They may have heard vaguely of the Armed Forces Institute, but they do not know what it is. The Armed Forces Institute is located at Madison, Wisconsin. If you would like to see one of its catalogs, write to the Commandant of the Armed Forces Institute at that address.

Having got the catalog and learned a little about it, you will perform a very important service if you will check up with your superintendent of schools and find out whether there is any systematic effort to acquaint boys and girls entering the services with the educational opportunity open to them. Copies of the catalog and information about the Institute have been sent to all high school principals, the administrative heads of all colleges, and the guidance officials of all educational institutions in this country. But check up with them to see what use they are making of it. If you find them not using it, please call it to their attention.



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DESPITE a twenty per cent reduction in mileage, the schools of the nation opened the 1943-44 term with a minimum of transportation inconvenience. The Office of Defense Transportation reports not more than five localities where school opening was delayed or disturbed because of transportation difficulties, and in these localities adjustments are being made to remedy the situation.

Approximately four million children, representing one-sixth of the school population, ride to school in 78,976 buses. This year school buses will travel 648 millions of miles. Their prewar mileage was 804 millions of miles per year.

This reduction in mileage is the result of a policy adopted by the Office of Defense Transportation last November, when the school bus situation was discovered by the National Council on School Transportation in Wartime to have become acute. This policy provided for the elimination of unnecessary mileage, the use of available transportation in lieu of school buses, the elimination of unnecessary stops, the staggering of school hours, and the improved maintenance of all motor equipment.

Office of Defense Transportation officials, however, credit the order of March 17, freezing all school buses in their then current use, as responsible to an important degree for the maintenance of school bus service. They also acknowledge the cooperation of school officials and of parents and teachers in agreeing to restrict the use of school bus equipment.

Against 241 new chassis and 275 new bodies added last year, the Office of Defense Transportation expects to make available to critical areas

A SAFE RIDE TO SCHOOL . . .

WINTER days and ice-covered highways represent a hazard to school bus transportation, as well as to pedestrian safety. The National Congress of Parents and Teachers, whose nation-wide Traffic Safety Education Project has been the means of awakening thousands to the importance of safety regulations and safety precautions, is vitally interested in the school bus—its construction, its operation, and its maintenance. With substitute materials taking the place of steel and other war-essential substances, and with the constant turnover of driving personnel, there is certainly cause for redoubled concern today. The National Congress, which, in addition to its Traffic Safety Education Project, maintains a national standing committee on Safety, with corresponding committees in state congresses and local associations, co-operates with the Office of Defense Transportation and with safety officials everywhere.

1,064 new buses during the first six months of 1944, with a reappraisal of the school transportation situation in all its aspects at that time.

The life of a school bus is from eight to ten

years and the mileage is approximately 7,500 miles per year. It will be seen, therefore, that a reduction of 156,000,000 miles has represented substantial savings in school bus equipment, equivalent perhaps to the addition of about 2,000 new buses. It is believed that with proper maintenance and careful operation of those now in use and with such additions as the War Production Board may make available, the school administration will be able to transport school children for the next two or three years with adequate assurance of safety.

This does not mean the same freedom of operation is necessary in order to assure the school children of America safe and comfortable transportation facilities. Safety factors argue the greatest care in operation, for the factory model bodies now contain only 1,500 pounds of steel as

the stock pile of raw rubber is being depleted. The synthetic product probably will be adequate to provide tires for passenger car use, but many manufacturing difficulties must be overcome and new techniques established for the manufacture of tires for high speed, heavily laden trucks and buses.

The Office of Defense Transportation has 142 maintenance specialists working out of fifteen district offices, and these trained men have been responsible for the continued operation of many school buses.

Parents will be gratified to learn that the Petroleum Administrator is concerned with the operation of school buses and keeps estimates three months ahead of the number of gallons of oil and gasoline that will be required to keep them running. With the Office of Defense Transportation

and other agencies, the Petroleum Administrator is undertaking to see that sufficient fuel is available at all times for this purpose. The best estimates indicate that 6.7 miles per gallon is the standard that will be required for school bus operation.

—NORMAN DAMON,
Vice-President
Automotive Safety Foundation

with the cooperation of the National Congress of Parents and Teachers

against 3,500 pounds in prewar models. Plywood and other substances are substituted for the lost 2,000 pounds.

A new corps of bus drivers has taken the place of men now in the armed forces or regularly employed in defense plants. It includes young boys, girls and elderly men, but in many places those responsible for school bus transportation look with approval upon the large number of women who are now driving school buses.

The most acute problem today is the growing scarcity of truck tires, including those used on school buses. Reserves of manufactured tires are low, and



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Food for Victory and Jobs for Peace

• HENRY A. WALLACE

VICE-PRESIDENT OF THE UNITED STATES

WHEN we talk about feeding other nations, three things should be made clear. First, we in the United States cannot do the job by ourselves.

Second, we do not propose to feed a single person anywhere in the world who is not willing to produce to the extent of his ability. We have no more use for a "gimme" nation than Captain John Smith of Virginia had for a soft-handed, lazy cavalier. But, as Americans, we cannot stand idly by in the midst of preventable starvation.

Third, by cooperating with Canada, Latin America, Australia, and Africa to produce food to the limit we can make one of our finest contributions to a world-wide triumph of democracy.

Food will be the dominant world problem in 1944. All the United Nations will do their share. But the farmers of the United States should expand their acreage of regular grains by fifteen to twenty millions next year. They should produce more soy beans, dried beans, peanuts, Irish potatoes, carrots, tomatoes, and sweet potatoes. If consumers, government, and distributors cooperate to make it practical for farmers to grow more of such crops, they will all help greatly in winning the war and saving millions of lives.

That, briefly reviewed, is our food problem today. The job problem comes next. When complete victory is ours, as we hope it will be next year, the problem of reconversion will be on us at once, first in industry and a year or two later in agriculture. Within a few weeks tens of billions of dollars in war contracts will be cancelled and the factories will scramble to get back to work producing autos, radios, and refrigerators. There can be jobs for everyone if there is close cooperation between labor, business, and government.

The end of the war will unleash competitive forces that have long been held in check. Dammed-up supplies will begin to flow. People who were greatly needed during the war will no longer be needed at their old jobs. But we can and must find new jobs for them. The question is—Are we willing to take the peace as seriously as we took the war? It will take much more ingenuity to defeat Lieutenant General Unemployment than it will to overthrow Hitler.

My conclusion is that the biggest immediate job for the United Nations is to go all out on the production of those foods which use land and labor most efficiently.

In the next place, many American citizens who are not able to be in uniform want to make a direct personal sacrifice to help win the war. They can do so by living more simply, eating less meat, dairy products, and poultry products, and freeing more of these scarce foods to maintain morale among the populations nearer the fighting fronts. Most of us could keep perfectly healthy by shifting our diets temporarily toward vegetable proteins in place of so much animal food.

EVERY American not serving directly in the war effort wants to feel that he is making a personal sacrifice of some kind. It may be hard to change old food habits voluntarily, but if you do it in a way that helps win the war and build the peace without harming your health, why not go beyond the compulsion of government rationing? Growing children, nursing mothers, and those who are underweight or subject to tuberculosis, as well as those who are engaged in heavy physical labor, should not try much voluntary change in their diet. But most of the rest of us, without harming our health, can make these changes.

Third, there must begin definite planning for reconversion, not alone of industry but of agriculture. Most of the planning for reconversion should be done by labor, industry, and agriculture, but it cannot be successful unless there is positive leadership by government.

Of course, we want the maximum of free enterprise. But it would not help free enterprise for government to stand idle while business postwar anarchy threw fifteen million men out of jobs and cut farm prices to one-third what they were. We can have much more free enterprise if government helps business and labor on the road to full employment and guides agriculture through the shoals of a changing world demand.

Let us firmly resolve to do our part to put into action an adequate victory food program, followed later on by an adequate job program. Food and jobs are two of the foundation stones of the Century of the Common Man.

This material is part of an address delivered at a meeting sponsored by Food for Freedom, Inc., in Cleveland, Ohio, October 27, 1943.

EDUCATION FOR ADULTHOOD



MUST the postwar period bring vital changes in the purpose or methods of American education? If we think of education in terms of English, history, science, languages, shop work, or health education, then of course it requires adjustment to the war and to the postwar period, just as it did to the depression and the New Deal. The facts of history and science will have multiplied, and some of the literature of the war will be worthy of remembrance; courses must, therefore, include these things.

If schooling is to be only the study of knowledge already accumulated, then it is a mere mechanical affair, and its objectives are set by immediate demands. But American education is far more than this. Whether we always practice our principles or not, we regard education as centered on the pupil; subject-matter and methods are simply means for pupil development.

If we conceive of education as a process of growth, as an avenue for the development of mature citizens who are able to adjust their lives to changing circumstances, find satisfaction in self-expression, and collaborate with their fellows—

MANY persons, both men and women, reach the prime of life without ever having achieved maturity. How is this possible? Is our educational system failing to give them what they need? And now, as the concept of "one world" approaches realization, is there not a heightened need for education that will produce mature adults? This article, one of the special educational presentations currently appearing in the *National Parent-Teacher*, examines the problem in the clear light of modern psychological understanding.

JAMES MARSHALL

then come war, come peace, the aims and techniques of American education need not essentially vary.

Purpose in Education

IN SPITE of our verbal acceptance of the principle of the child-centered school, we tend to be fuzzy-minded in its interpretation. Teachers are hesitant about crossing subject-matter lines (perhaps the preinduction curriculums will carry over and bring progress here); supervisors tend to press for arbitrary standards—so many books read, so many facts memorized, so many stitches or bench techniques acquired, so many mathematical manipulations learned. People in general tend to think of education as a more or less fantastic reproduction of their own schooling as they remember it. We have these static and backward tendencies because our education is too often lacking in purpose. The Nazis and the Japanese have no such lack of purpose. They know what they want—docile, obedient followers of the ruling bureaucracy.

What, then, should our purposes be? First, let us not be ashamed of aiming at an ethical end—fulfillment of the Golden Rule. Nobody believes that conformity to this rule is achievable in a hundred years, or even a thousand years. But let us at least use it as a yardstick, as a measure of our progress.

Now that the American frontier is gone—now that the era of savage, aggressive industrial competition is, we trust, going—it is a fit time to introduce an ethical yardstick. Surely the failure of the yardstick "success" as measured in terms of dollars—surely the bitter internal conflicts on the economic front and the isolationist front—

surely our monstrous international wars make it essential that we consider ourselves and our country not as independent units but as social organisms. It is absolutely necessary that we realize that others, like ourselves, have ideas and feelings and needs. It is a prairie dream to remain oblivious of or superior to the needs of our neighbors either at home or abroad.

Why can we not test the development of our students in terms of social adjustment and mutual respect, rather than in terms of the amount of subject-matter absorbed or of deportment measured by degrees of docility?

The second purpose of American education that should continually and consciously motivate our schools and colleges is the production of good citizens for a democracy. This political end overlaps the ethical ends of education. If we are to produce good citizens for a democracy, we must develop young people who are able to realize their own capacities, who are respectful of the differences and integrities of others, and who are emotionally stable.

Ability to realize one's own capacities is necessary for the discharge of surplus energy into healthy productive channels; for we know that when such energy is suppressed without new direction it leads to anxieties and aggression. Respect for others is important because it is part of growing up to understand that it is normal for people to differ. It is a part of growing up, too, to accept the fact that there is no threat involved in differences of race, religion, or cultural origin. Emotional stability can be achieved if we recognize that love and hate, hostility and docility, are not far apart.

The Achievement of Purpose

FOR THE achievement of ethical ends and the production of good citizens for a democracy, a well-balanced education requires attention to three fields: First, that of symbols and their interpretation; second, that of skills in the use of tools, materials, and the human body; and third, that of emotional development, to encourage creation and cooperation and to discourage aggressive and destructive impulses.

Words and numbers have always been the principal concern of education. We are inclined to forget that words and numbers have little meaning in themselves. Their importance lies in the fact that they are symbols, that they stand for something. It is essential that children learn to recognize the realities and relationships that lie behind symbols. Without this recognition people have difficulty in truly understanding each other, and there is always the danger that when symbols

are divorced from reality they will lead to a life of fantasy or to a life based on futile repetition of lifeless phrases.

One outstanding example of the divorce between symbols and reality is the American idea of self-sufficiency, which is greatly modified in a society in which men can no longer control their own working conditions and in which the airplane has abolished national isolation.

Therefore, it is essential that education today offer students experiences and activities that will give meaning to the symbols they live by. The arts, the shops, dramatics, and sports are more than expressions of ego, more than satisfactions of the need to do things. They are necessary aids that give meaning to words and relationships to numbers. This was never more evident than today, when city life has taken ordinary chores away from millions of children—when cheap clothes, canned goods, cars, and gadgets have freed adults from most of the hand and leg work that used to contribute to their education.

Patterns of Maturity

THESE concepts are not difficult or completely new to American school men, though they do require repeated emphasis. But it is a more novel idea that schools have a duty to encourage the development of emotional stability and socially healthy emotional attitudes. We know from the tradition of the church, the experience of parents, the practice of able and alert teachers, and the scientific findings of modern psychology how vital



are the patterns of behavior formed early in childhood. To a considerable extent the period of pattern formation carries over into adolescence, particularly where, as in the United States, children are protected through the second decade of their lives.

I do not intend to suggest that our schools have been blind to the importance of behavior patterns in the young. But their approach has not been that of psychology, the science that deals with the mind and emotions of man. On the contrary, it has generally ignored psychology. We have dealt in negative terms: "Don't put beans up your nose"; "Don't litter the streets"; "Don't use bad language." Or we have resorted to moralizing, to generalizations and "character-building" mottoes about hard work, sobriety, saving, loyalty, and the like. We are full of sparkling quotations about good character, but we have failed to understand or offer our young people good patterns of maturity.

Encouraging True Growth

WHAT DO we mean by patterns of maturity? Briefly this: A child is dependent upon his parents to meet his needs and protect him from danger. He also identifies himself with parents, brothers, and sisters. He cannot at first distinguish identity of treatment from equality of treatment. When frustrated, he becomes anxious and aggressive. His aggression is usually expressed not against his parents, who are needed for his protection, but against his teachers, his playmates, and inanimate objects. The anxiety may be expressed in such terms as: "Mother pays no attention to me," or "Brother gets more than I do," or in terms of worry about school marks, rewards, punishment, or fear of darkness.

Growth, however, is a positive and persistent thing, and in the normal child it reaches its climax in adolescence. It is essential to growth that the child acquire the capacity for independence and the acceptance of human differences without anxiety. It is also a necessary part of social growth that the child develop the capacity to act cooperatively in the interest of a group. He must learn to find his strength in a social setting, not as a lone wolf. When he has achieved this, he has achieved maturity.

Schools can hinder and have hindered such growth through excessive paternalism and authority, by assuming the attitude that the teacher is always right. Such things are fine for Hitler, Hirohito and Company, but they are no good for a democracy. Schools can hinder and have hindered growth by humiliating children, threatening them, distrusting them. The reason most

teachers are afraid to let children "get away with things" is because this seems a threat to their own authority, dignity, or security. If children were treated less like children, more of them would become true and whole adults.

Now, how can the schools encourage growth? In all of us there is a tendency to be both ourselves as we are and ourselves as we were. Particularly when we are faced with difficulties, we tend to go backward to childhood, to our dependence on our parents and our identification with them. Hitler and all other tyrants have built on this human tendency to regress.

In a democracy, we can ignore neither this tendency toward dependence nor the complementary tendency toward paternalism. But we can offer a substitute—mutual dependence. This is the basis of democracy: that men and women shall not depend on a leader or on themselves, but on each other. This, too, is the only possible approach to realization of the Golden Rule. The schools can—and in a democracy must—teach students to collaborate, to act always for the common welfare.

A Jury of His Peers

I BELIEVE, therefore, that it is more important for parents and teachers to foster respect for contemporaries than to insist on respect for themselves. It is better for the child to get his rewards and punishments from friends and classmates than from adults. Parents and teachers must, of course, guide him and give him sympathetic understanding.

The great religions and philosophies of the world have given men faith in God and in moral ends. These have been important contributions, but they have not caused men to live in decent, amicable fellowship. The great democratic revolutions have contributed self-government and self-expression. These, too, have been valuable but inadequate. Science has given man the possibility of universal well-being. This also is precious but limited in achievement. Modern psychology and the modern technique of mental hygiene have for the first time accepted man as he is and offered him an approach to life in terms of his own behavior patterns and attitudes.

It is to be hoped that schools and colleges will no longer be drill grounds for absorbing subject-matter; that they will no longer be parade grounds for skills and knowledge. Their mission will be to build constructive attitudes and to divert destructive drives, so that men and women can pursue moral ends, govern themselves cooperatively, and enjoy the blessings of wholesome living without hatred, suspicion, or fear.

Making the *Home* a Magnet

MANY homes and many families today are losing a priceless opportunity for happiness and fulfillment by failing to help their children center their lives about a cheerful home. It's worth all the effort involved.

AFTON SMITH

WHEN gasoline rationing began, people thought that at least one good result would come of it. They believed the young people would have to stay at home more and not tear around at such a rate.

But they forgot that young people have wings on their eager feet; that they run when they cannot ride. And the fact must be faced that they are not staying at home. Tragic stories in the daily headlines reveal their attempts to satisfy their social and emotional needs with little help and plenty of criticism from adults.

A recent newspaper report of a jitterbug band playing in a New York City theater stated that 7,500 teen-age youngsters "lined up outside" (the theater) "while another 4,500 piled up inside, sometimes two in a seat," to listen to the frenzied jazz. It went on to describe the exaggerated excitement and abandon of the overstimulated mob. Very few adults, it was said, were in the audience.

One of the most urgent hungers of young people is revealed in this situation. It is the need for companions of their own age with similar interests. This need has been steadily increasing since babyhood. At six months of age, children pay special attention to other children of their own age, and by the time they are six years old they are more concerned with playmates than with adults. At ten, the gang's business is far more pressing than anything mother wants to have done. During adolescence, "our crowd" is the thing.

Why is this loyal sticking together almost universal? It is due in part to young people's understanding of each other's aims and ambitions. Ideas that seem entirely reasonable to them often appear senseless to their parents, who may not hesitate to say so. If their home life does not give them prestige, they turn to their crowd for a better rating. The best jitterbug dancer or the craziest crooner may rate as good for something in the group and good for nothing at home.

The news report revealed another need that

cannot be ignored. This is the need for thrill and adventure. When asked why they were so interested in this particular music, one boy was reported as saying, "It does things to you. Shivers run up and down your spine when the music gets hot." We may assume that the presence and excitement of his companions helped to speed up the "shivers."

The hunger for companionship and for excitement is as compelling to the normal young person as is the hunger for food; and any parent who has paid the grocery bill for a fourteen-year-old boy knows that the hunger for food is rather compelling. If we do not provide suitable outlets for these social hungers, the young people are forced to find less desirable satisfactions for themselves.

The Parents' Part

HOW MAY we provide suitable outlets? Obviously the first thing to do is to open the child's home freely to his friends. This is hard on the furniture, but which is more valuable—a child or a davenport? To be sure, it will take some of the parents' time and patience. It will also take careful planning if the house is small.

Help your daughter—plan a party. Help her, but do not do it all for her. She will get a wholesome thrill out of planning the menu, making the decorations, and perhaps concocting the dessert. Many girls of twelve to fifteen can make a good cake. Putting on the decoration is no end of fun. Sugar rationing challenges new ideas. The satisfactions derived from her own work and from giving a successful party will take the place of less wholesome amusement. Teen-age daughters who are interested and busy at home are not so restless and eager to run the streets looking for adventure.

The next thing to do is to make the home guide their social life outside the home. Now guiding does not mean dictating. It means being interested in their interests and helping them to make plans for their skating and swimming parties and if necessary an occasional movie or jazz concert party. When they tangle up their invitation list, we can make suggestions rather than criticize. Let us help them plan for the "eats." Let us help them arrange transportation, offering to take a



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carload and call for them after the party. If the A card won't reach that far, help them decide, before they go, on which car or bus they will return. This will solve the problem for those who want to come home on time and will bring pressure to bear on those who would otherwise stay too late.

Remember, we are considering children under sixteen. If we do not help them to think of details and make sensible plans, of course they will do silly things. Their parties will be failures, they will begin drifting off by twos, and finally they will seek ready-made thrills at a roadhouse.

It takes a parent's time to be interested in their plans. It also takes time for a mother to be at home after school when the ten-year-old gang comes in or to be somewhere in the house when the teensters burst in after dinner in the evening. It may be one more tiresome chore for the day to take a giggling crowd to a party and haul them home again afterward. Sometimes parents have to limit themselves to one bridge party (where they used to attend three) in order to direct and satisfy the social needs of their children under sixteen.

It may often take courage, too, for a mother to grin and bear it when her twelve-year-old goes gaily off to Scout Camp. Sometimes she is in dis-

tress because her son is going to sleep on the ground, while he is in the seventh heaven for the same reason. All his companions are going to do it, too. Here is adventure; here are companions of his own age, and all under proper supervision. It would be interesting to know how many of the twelve thousand immature sophisticates who stormed the music hall had ever had a chance to experience the wholesome adventures and companionships of a Scout encampment.

If children for the first fifteen years of their lives have plenty of simple, wholesome activity centered about the home, safeguarded but not tied to their mothers' apron strings, they should be better prepared for the abnormal stimulations they will encounter later.

The Boon of Service

PEOPLE WHO are busy and who feel useful to others do not have to seek continual adventure and excitement. They find satisfaction in the results of their work. Children likewise may get a thrill out of being useful. Observe, for example, how the eight-year-old stands a little straighter when he is told that without his help the family could not get along so well. We all know that the busy child is the well-behaved child.

Mothers whose husbands are away in service have an excellent chance to build up the feeling of usefulness in the children, who must help take Daddy's place. This can be done carefully without placing too much emotional strain on the child. It will help the mother to meet her double responsibility of looking after the children in the absence of their father.

Older boys are finding plenty of responsible activity at present and are looking toward induction into service at an early age. Girls are not always so fortunate. A twelve-year-old girl is usually more mature than a twelve-year-old boy, and collecting tin cans and scrap does not satisfy her need for feeling useful. Certainly fifteen-year-old girls are capable of giving able assistance in serious war work. They have given excellent assistance in the rationing routine in some communities. Perhaps a mother will do well to cut down her own hours of volunteer or paid service and help her daughter find some kind of useful volunteer service.

One thing is certain: "looking after" children means more than giving them orders to stay at home. It means time, patience, and understanding of their needs. It means providing wholesome outlets for companionship, for adventure, and for a feeling of usefulness.

Teachers in Training and the P.T.A.

FLORENCE C. BINGHAM

Vice-President, National Congress of Parents and Teachers

IT IS a well-recognized principle that the public schools reflect the intellectual and social level of the people. The local school is no better and no worse than the aspirations and the educational standards of the local community. A community with high ideals will demand the best in public education and will be ready and willing to finance a school system that will serve the community adequately. Moreover, it will provide the sympathetic understanding, interest, and responsibility that are characteristic of the ideal concept of a truly democratic system of public education. A community lacking high educational standards, on the other hand, will be niggardly in the financial support of its public schools. A community with an attitude of hostile criticism or indifference will be unable to develop an effective modern curriculum, attract and hold a competent teaching staff, and maintain a satisfactory school plant.

A Public Problem

UNFORTUNATELY, however, there are many communities whose educational needs and aspirations exceed the local financial ability to support an adequate public school system. In many rural areas the assessed property value is low; yet the number of children in proportion to the adult population is much larger than it is in certain urban areas having a high assessed property value. Under these circumstances, since local finances largely determine the character of local schools, our country cannot achieve its democratic ideal of equal opportunity for all children. People move around from one part of the country to another. A poorly educated child from one section may become a county liability elsewhere. Some provision should be made for state or Federal aid for school districts that are unable to support a satisfactory school system from local funds.

A system of state or Federal aid will not become a reality until citizens in these "paralyzed" areas become convinced that their responsibility for public education extends beyond the boundaries of their own school district—until they become willing to approve distribution of funds for education on some other basis.

A satisfactory educational program, therefore, whether on the local, the state, or the na-

tional level, depends in large measure on public understanding and public attitudes. Some means must be found to bring a realization of the situation to taxpayers, to voters, and to the legislatures representing these voters. The matter of public relations is an important part of any school program. State and national officials in the field of education, local, county, and state school administrators, teachers, boards of education—all are controlled by public opinion, and it is therefore most important that this public opinion be shaped to desirable ends.

The parent-teacher association is by far the most effective medium for shaping public opinion with regard to the schools. The foundation of the organization is concern for children and for the home, school, and community influences that affect the development of children. The services of the organization are directed toward the improvement of these conditions. The National Congress of Parents and Teachers is beyond doubt the largest and most effective lay organization that is interested in public education as a main objective—that assumes responsibility for interpreting the schools to the people and for developing a satisfactory system of public education on a nationwide scale. School officials have long been aware of this fact and have called upon the organization to render important service in this field. Any instrument, however, no matter how fine, is effective only if it is used in the manner and for the purpose for which it is designed. This is especially true of the parent-teacher association, which is often called upon to perform services beyond its scope or services for which it is not adequately prepared or equipped. When educators maintain constant and close relationship with parent-teacher leaders they are aware of the potentialities and limitations of the local group and of the state and national organizations and are able to utilize these forces effectively.

Teachers Need Knowledge of the P.T.A.

SOME YEARS ago, at Stanford University, a graduate student in the School of Education, at the request of a state official of the California Congress of Parents and Teachers, compiled a record of the number of times the P.T.A. was mentioned

in the various courses in which she was enrolled. By the end of the semester, every instructor had made some reference to the P.T.A. In fact, hardly a day passed without some mention of the organization in one course or another.

However, a study of these references revealed the fact that no specific instruction had been given as to how the P.T.A. could or would help in the problems under consideration, and in many instances the tasks proposed for the P.T.A. were beyond the scope of the organization's legitimate activities or contrary to the established policies and procedures of the National Congress.

Practically all teacher training institutions are cognizant of the importance of the P.T.A. as an educational agency and aware of the necessity of providing instruction in this field, but suitable materials have been lacking. In some colleges instruction is given by a regular member of the faculty as an incidental topic in regularly scheduled courses. However, such an instructor has rarely had any actual first-hand experience in P.T.A. work.

Sometimes a special unit of work on the parent-teacher movement is offered, and this is most effective when an experienced P.T.A. instructor is in charge. Sometimes, too, a college may provide occasional lectures on the subject by a parent-teacher leader. The results of this method have been limited by the small number of competent, experienced P.T.A. leaders who are available and by the almost complete lack of published study materials.

True, many professional studies have been made of the parent-teacher movement. These have appeared in educational journals as doctors' theses; also, a few books on the subject have been published. However, most of this material is abstract and theoretical rather than concrete and practical; it offers little actual assistance with specific problems.

On the other hand, studies based on a survey of some specific, definite local P.T.A. situation have been too restricted in scope and too extensively colored by local conditions to have any great value on a national or even a state-wide scale. Profes-

sional studies based on questionnaires distributed to P.T.A. leaders over a wide area have also proved inadequate, as the local leaders who supply the information have not been able to evaluate the long-time services of the P.T.A. and the influence it has had on local public opinion. They have been inclined to estimate the value of the P.T.A. solely in terms of money raised and spent on school improvement, or to think of the scope of P.T.A. influence simply in terms of the number of people at meetings.

Much excellent material has appeared in the national and state publications. The book *Parents and Teachers*, prepared by Martha Sprague Mason, has permanent value and is still widely read, but the National Congress has moved forward in many respects since its publication, and there has been an increasing demand for a new compilation of authentic material. Teacher training institutions need this information, and our own organizational leaders are looking for basic materials that will provide them the foundation and the background for effective leadership.

To Answer the Demand

TO MEET this crying need for reliable information on the parent-teacher movement, its ideals, purposes, policies, and procedures, the National Congress of Parents and Teachers is issuing this winter a new book under the title *The Parent-Teacher Organization—Its Origins and Development*. The various chapters have been prepared by experienced leaders of the National Congress, most of whom have had both lay and professional experience and all of whom are familiar with P.T.A. policy on the local level. Each contributor also has a state and national point of view and an understanding of the over-all situation. Here is the material for which teacher training colleges and parent-teacher leaders have been waiting.

The book deals with practical, everyday problems of home and school relationships, presented in such a way as to appeal to both the professional and the nonprofessional reader. A wide circulation of this book and a general application of the principles set forth therein should result in higher educational standards, widespread understanding and support of public education, and harmonious public relations between the school and the community. State P.T.A. leaders will be happy to have this opportunity to introduce to the state teacher training institutions this authentic material on the P.T.A. They will welcome it too for their own use, as a textbook on the parent-teacher movement. Local leaders will recognize it as a "must" for every school library.

THE National Congress of Parents and Teachers, as an organization whose program of work is constantly being adapted to the needs of the times, presents in this series of articles a broad view of those needs as they appear from the vantage-point of parent-teacher membership. Wartime programs and projects involving questions of organizational policy are selected for particular emphasis.

The Family's Stake in Freedom

A parent education study course for individual parents and parent-teacher study groups.

Directed by RALPH H. OJEMANN

THIS OUTLINE IS BASED ON THE ARTICLE
THE FREE CHILD'S PERSONALITY. SEE PAGE 14.



Outstanding Points

I. The home and the school influence directly the task of developing good judgment and character in young people. The degree of success that can be achieved is determined by the methods used to keep the program in action.

II. Both parents and teachers should understand the characteristics and responses of the individual child. Using this understanding as a basis, they should provide activities and experiences that will help to guide the child's personality development into that of a self-possessed and responsible individual.

III. If we want a child to be well adjusted in a democratic society, we need to appreciate him as he is; to give him a security that will help him develop into a self-reliant, independent person; and to help him develop a sense of responsibility and self-control.

IV. Children who are emotionally secure in their families tend to be well liked in school and in the neighborhood. To be emotionally secure, a child needs love and understanding and a chance to do things for himself.

V. In our attempts to develop the social feeling necessary to democratic living, we should avoid the development of a false superiority. Instead, we should encourage education that, under adult guidance, will offer the child freedom of expression and respect the needs of his growing personality. Then the child will be better equipped to meet the everyday problems of life.

VI. A stern, authoritative education often destroys a child's whole joy in life. As an adult he may become bitter and disillusioned. His contact with his fellow men and his approach to the problems of life and his occupation may be affected, and not for the better. He may never reach his full emotional stature.

Questions to Promote Discussion

1. What makes the difference between two eight-year-old children of about equal intelligence, one of whom shows good judgment and the other does not? As a parent, how can you help a child of eight to make good decisions? How can you hinder his development in this respect?

2. How can you help a twelve-year-old to develop good judgment? How can you hinder him?

3. Can a ten-year-old who feels inferior think clearly? Give some examples.

4. What makes a growing boy or girl feel inferior? What can parents do to prevent feelings of inferiority in their children?

5. What should a teacher know about a child in order to provide for him the most worth-while experiences? How can she obtain this all-important information?

6. Miss F. insists upon absolute order in her school-room. In Miss R.'s room there is a much freer atmosphere, yet each child is constructively busy. Why does Miss R.'s room provide the best atmosphere for personality development?

7. At home Jane's every wish is granted. At school she expects the children to conform to her wishes. Plan how the parents can help Jane to play more cooperatively with her friends.

8. What experiences can parents plan for their child that will give him an opportunity to take responsibility? What opportunities can the school provide?

9. What new opportunities are open to children to participate in community affairs?

10. How can we help a teen-age boy to "rate" with his group? A teen-age girl?

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Basic Training for the Toddler

A study course for parents of preschool children, for study groups, and for parent-teacher associations.

Directed by ETHEL KAWIN

THIS OUTLINE IS BASED ON
THE ARTICLE TOYS THAT
TRAIN THE TODDLER.
SEE PAGE 7



Outstanding Points

I. Play is the principal activity of the preschool years, and what a child plays depends greatly upon the toys and materials he has to play with. This is a year calling for special study of the toy problem, as it is hard to find good toys in the shops. It is a good time to supplement Christmas shopping by building new toys in the home workshop or by renovating good second-hand ones.

II. Toys for the toddler should be suited to his present interests, needs, and abilities. Then they will train as well as entertain him.

III. A good toy should (1) be suited to the age and activity needs of the child; (2) be sturdy in construction; (3) allow the child to do something with it; (4) permit the expression of both solitary and social play needs; (5) be safe to handle; and (6) be connected with a spontaneous interest of the child.

IV. Toys serve various functions in the development of the child. Some help him to develop muscular strength and skill; some stimulate drama and social play; others initiate him into the rich world of arts and crafts; and still others help to build "readiness" for music and books. Well-chosen toys help the child to develop a well-rounded, wholesome personality.

V. Some toys are suited primarily to a limited age range, while others serve in varied form throughout childhood. It is well to provide some of both types.

VI. No two children are exactly alike; there are individual differences in their play needs and interests. One must observe and study a child to know his individual requirements.

Questions to Promote Discussion

1. What are the essential characteristics of a good toy?
2. What are the characteristics of child growth and development that should be considered in selecting toys for an infant? For children two and three years of age? For four- and five-year-olds?
3. What are some of the individual needs, abilities, and interests to consider when selecting a toy for a particular child?
4. What are some of the varied functions of toys in the physical, mental, social, and emotional development of children?
5. What is meant by a "mechanical" toy, and why is such a toy of little or no value to most children?
6. At what age might an electric train be an appropriate gift for a child?
7. Why is it important that a child be provided with a special place in which to keep his toys?
8. Select some child in your own family or in your school group, and make a list of play materials that would provide a "well-balanced diet" of toys for the child.

9. Why is it important that good toys be made available to young children whose parents cannot afford to buy them? List various ways in which wisely selected toys can be made available to such children. Can you and your P.T.A. help in some project that provides good toys for youngsters whose parents need help in providing them?

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Miss Fallis believes that children "learn by doing" and suggests for creative activities play equipment that interests young children.

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A thorough and interesting study of toys from the historical, sociological, and educational point of view.

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A guide to preschool play and training.

Johnson, Harriet M.: *The Art of Block Building*. New York: John Day, 1933.

A descriptive booklet showing the creative use of blocks in the play of young children.

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Describes the outstanding characteristics of each stage of child development from infancy to adolescence, and suggests the toys that are needed for the child's full development at each stage.

Thorburn, Marjorie: *Child at Play*. London: Allen and Unwin, 1937.

An English mother's record of the play of her own little girl and boy. At the end of the book she lists the play material that was available and discusses its use by her children.

Tudor-Hart, Beatrix: *Plays and Toys in Nursery Years*. New York: Viking Press, 1939.

Discusses the place and meaning of toys in a child's life. One chapter is devoted to the first year. Stresses the educational possibilities of toys and the danger of the wrong type. A considerable part of the book is given over to photographs of children at play.

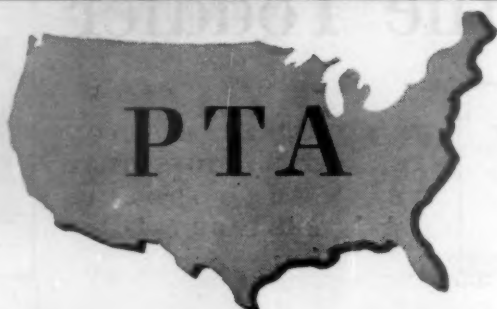
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Frontiers



Recreation Made to Order



"Recreation for boys and girls within walking distance of their own back yards" was the objective set for one of the most outstanding projects ever conducted by the parent-teacher association of the Southwest School of Hartford.

It was a true community enterprise, engaging the cooperation of the Scouts, the Y.W.C.A., the Y.M.C.A., the churches, the Hartford Public Library, the Hartford Board of Education, the Council of Social Agencies, the Children in War-time Committee, the American Legion, and the American Red Cross.

In March the parent-teacher association decided that, since most of the children in the district would be compelled by transportation restrictions to spend the summer vacations at home, something effective should be done to give them the sort of recreation and leisure-time occupation they needed. A program varied enough to meet any young person's tastes was accordingly set up. Each of the cooperating agencies contributed activities in its special field.

A series of weekly "Co-ed Nights" for junior high school boys and girls, sponsored by the Hartford Y.W.C.A., had an enrollment of ninety-two. "Not once," it was said, "did a disciplinary problem arise." The enthusiasm with which these youngsters enjoyed the games, dances, movies, speeches, and parties connected with this project showed unmistakably what it meant to them.

YOUNGER CHILDREN were not neglected. The library organized a "vacation book club" for boys and girls of grade-school age. Stories were dramatized; the scores and librettos of the great operas were studied. There was immense interest on the part of both the children and their parents. The club enrollment was approximately sixty.

A thirty-hour course in home nursing was given by the Red Cross to twenty girls of junior high school age. Girls who finished the course

are able to carry out physicians' orders, make a bed, bathe a patient, serve food to the sick, administer medicines, and make poultices and compresses. Each one has a textbook on home nursing to keep.

Summer church schools announced that their attendance was greatly increased by their inclusion in the community project, and that greater interest was shown than ever before.

A bird study club sponsored by the Girl Scouts and a stay-at-home camp for boys nine to twelve years old, under the supervision of the Y.M.C.A., were highly successful outdoor projects.

THE GREATEST joy of all, however, was the community playground set up and equipped as a part of the whole recreation project. This area includes woods as well as space for field activities. The Hartford Park Commission supplied slides, swings, seesaws, sandboxes, and equipment for table tennis and horseshoe pitching. About a hundred and seventy boys and girls played here daily throughout the summer. A woman supervised their play during the daytime hours, and a man took over in the evening. The playground is "next door" to the community Victory gardens, and it is worth reporting that no damage whatever to the crops has resulted from "rough-housing" in the neighborhood of the playground. Many enthusiastic Victory gardeners have praised the playground as a safe and pleasant place to leave their young children while they work in their gardens.

The work of the Southwest Parent-Teacher Association in initiating the cooperative project has been widely acclaimed. Early in the summer Mr. Fred D. Wish, Jr., superintendent of the Hartford Public Schools, wrote to the president of the Southwest P.T.A.: "May I congratulate you and your committee on the splendid work you have done in achieving community cooperation for a summer program for the children of the Southwest district. . . . The youngsters should have a happy, prosperous summer."

Happy and prosperous the summer has certainly been for the boys and girls who took part in the various projects. The Southwest district has seen them off to school with the satisfying consciousness of a job well done.

—HELEN H. MATHEWS

A "Necessary" P.T.A.



We have always had an effective P.T.A. in our community. In fact, no community organization has accomplished more. It has been said of this group, "If anyone has a good idea, all he has to do is take it to a P.T.A. meeting. The P.T.A. will do the rest."

One of the many worth-while projects that have made our own P.T.A. necessary to our community is our school lunch program, which is now in its fourth year. Last spring we were told that no more "Federal foods" would be available. Though we had been getting an appropriation of about \$700 a year for this work, we knew it would be hard going without the usual Federal assistance. It was then that our P.T.A. sponsored a garden project. With the help of some of the school children we raised carrots, cabbage, turnips, potatoes, and tomatoes. Some of the mothers canned as much as 150 jars of tomatoes.

IN ANSWER to many requests for Federal aid, Congress passed a cash subsidy bill for school lunches. We are now serving a "Type A" lunch, for which the Government will reimburse us 9 cents per meal—7 cents for food and 2 cents for milk. The average number of children served daily is 225, and the total charge per child is 7 cents.

We employ two cooks at a cost of \$160.00 per month, and one helper, who comes in two hours a day at 50 cents per hour. We are one of twenty schools in Milwaukee County that have formed a cooperative group under the guidance of a paid supervisor who receives \$12 per month from each school for her supervisory service. She plans the menus, hires and trains the cooks, orders groceries, obtains points for rationed foods, and keeps a record of all expenditures to check with the school board at the end of the year.

It is a mistake to suppose that the cessation of unemployment removes the need for the school

lunch. A large number of Americans are still living on prewar incomes. The cost of living has greatly increased, and it is obvious that the living standards of these people must drop. The need of a good school lunch is even greater nowadays than it was before the war.

Occasionally one hears a citizen say, "I feed my children; let the other fellow feed his." That would be very nice—if the other fellow could or would. But, unfortunately, all children are not blessed with the kind of homes that give them what they need. Shall we who are in a position to help these children refuse them our aid? Some of the children in our school district walk about two miles to school. Before we served lunches, these children carried only cold sandwiches.

We have children who do not learn at home to eat the things that are good for them. It's surprising how fast they learn at school to eat things they have always imagined they don't like. Our school nurse has noted not only an exceptional increase in the weight of the children but a distinct drop in the incidence of contagious disease, undoubtedly due to better nutrition resulting from the school lunch.

THE SCHOOL lunch program is here to stay. What is the use of spending huge sums of money building brainpower and at the same time neglecting the body upon which its use depends? We of the LaFollette School are grateful to our parent-teacher association, which first appointed a committee to institute this service.

We are grateful also for the good spirit of cooperation that exists in our community. Not all groups are so fortunate. Some time ago a disgruntled taxpayer of a neighboring village complained that the P.T.A. in his community was "just a bulwark for the teachers." His ground of complaint was the fact that, as pupil enrollment in his town had dropped, there was a movement on foot to dismiss some of the teachers and "save the taxpayers' money." The P.T.A. had contested this move on the ground that fewer pupils in each classroom meant better individual instruction for the children. "Naturally," said the man, "we taxpayers lost in our effort to cut expenses." Yet the P.T.A. was undoubtedly right. It is to be hoped that every American community will soon be awakened to the true value of the parent-teacher association.

—HILDEGARDE AUTZ



BOOKS *in Review*

LEARNING TO CARE FOR CHILDREN. By Dorothy E. Bradbury and Edna P. Amidon. New York: D. Appleton-Century, 1943.

WRITTEN as a contribution to the nation's war effort, this attractive and readable little book approaches its theme from the point of view of the person who is new to work with children.

"The book explains," say the publishers, "in a very simple manner, with many illustrative incidents taken from real life, what must be known to understand the young child's way of thinking and acting and to deal with the common behavior problems with which the 'mother's helper' most frequently has to cope. The emphasis throughout . . . is on prevention rather than cure." Since parents and teachers have been gravely concerned of late about the quality of the care given children by "mothers' helpers" and "substitute mothers" of various kinds, they will hail this presentation with applause. Even a very young person can learn from *Learning to Care for Children* everything that is really essential to doing an excellent job of child care.

This being the case, it is to be hoped that the book will find wide use in senior high school courses, as well as in courses conducted as a part of the civilian war program by special groups. Parent-teacher associations that wish to give courses of their own in this subject will do well to examine *Learning to Care for Children*.

HERE is something we've all been waiting for — a well-chosen list of books that tell boys and girls what they can do to help win the war. This list, planned and selected by the Council on Books in Wartime, so impressed the *National Parent-Teacher's* editors that it is being reproduced for our readers' benefit.

WARTIME HANDBOOK FOR YOUNG AMERICANS. By Munro Leaf. (Ages 4-9) Stokes, \$1.25.

Children's responsibility for good wartime behavior is graphically and humorously described. Saving, exercise, safety, first aid, gardening and home repairs are among the suggestions for ways in which young children can help.

YOU CAN HELP YOUR COUNTRY WIN. By Ruth Brindze. (Ages 11-15) Vanguard, \$2.50.

A book about wartime America that tells boys and girls what part they may play on the home front: rationing, scrap collecting, food facts, clothes care and repair, war stamps, and Victory gardens are some of the activities suggested.

WORKING WITH TOOLS FOR FUN AND PROFIT. By A. F. Collins. (Ages 10-15) Appleton, \$2.00.

A book of carpentry, describing how to choose and take care of tools, about woods and wood-finishing; followed by detailed instructions for making many worth-while objects.

THE HOME MECHANIC. By Douglas Tuomey. (Ages 12-15) Macmillan, \$2.50.

The proper use of tools, as well as definite instruction on household repairs and maintenance, are covered in this practical how-to-do-it book.

MODEL AIRCRAFT HANDBOOK. By William Winter. (Ages 12 up) Crowell, \$2.00.

Complete, up-to-date instructions for model airplane builders, including types of planes, working plans, materials, fittings, information on indoor flying, on U-control and G-line flying.

VERY FIRST AID. By Dorothea Gould. (Ages 7-10) Oxford, \$.50.

Important steps in the care of burns, dog bites, poison, drowning, falls and other mishaps of childhood are simply described. Basic first aid principles are emphasized.

RED CROSS FIRST AID TEXTBOOK. American Red Cross. (Ages 12-15) Blakiston, \$1.00.

A handbook adaptable by the instructor for junior high school level. See also outline of the Junior Course, as given in the *Instructor's Manual*, for lessons that are simple and devoid of confusing details; some of the material appearing in the *Textbook* has been omitted and technical terms avoided.

HEALTH CAN BE FUN. By Munro Leaf. (Ages 5-10) Stokes, \$1.35.

Good advice and funny pictures in the usual Munro Leaf style. Here small children are warned not to be Food Grumblers.

THE BOY'S BOOK OF STRENGTH. By C. Ward Cranpton. (Ages 10-15) Whittlesey, \$2.00.

Based upon the desire of every boy for fitness in athletics, this takes up training, exercise, diet, and all health rules for growing boys, as advised by sports leaders.

VERY FIRST GARDEN. By Dorothea Gould. (Ages 7-10) Oxford, \$.50.

A little manual for very youngest beginners, which tells how to care for, and what to plant, in a garden five feet square. Clear, simple directions and amusing, helpful drawings.

GARDENS FOR VICTORY. By Jean-Marie Putnam and Lloyd C. Cosper. (Ages 12 up) Harcourt, \$2.50.

A very practical book to help your garden, however small, produce continuous supplies of nutritious food, properly selected, on the smallest space in the shortest time, for the least cost.

THE FOOD GARDEN. By Lawrence and Edna Blair. (Ages 12 up) Macmillan, \$2.00.

How to grow all the most popular vegetables, told in simple text and with many pictures and working diagrams that clearly show all the steps from the planting season to harvest time.

YOUNG AMERICA'S COOK BOOK. New York Herald Tribune Home Institute. (Ages 8-12) Scribner, \$1.75.

Over 500 recipes written in terms of crystal clearness, "for boys and girls who like good food." Includes a section on home canning. Illustrated with attractive photographs.

LET'S COOK. By Nancy Hawkins. (Ages 12 up) Knopf, \$1.75.

A more advanced guide to good cooking, for older children. The first section includes practical information on marketing and the use of utensils.

HOW TO SEW. By Nina R. Jordan. Harcourt, \$2.00. Teaches the fundamentals of simple sewing, cutting from a pattern, and mending; then directs the making of several easy, useful articles.

What the Consumer Can Do

THE American policy of using food to rehabilitate the liberated peoples of Europe, North Africa, and Asia contrasts sharply with the Nazi method of utilizing food as a grim weapon of starvation and enforced labor.

Here are a few things that parents and teachers need to know: Tuberculosis is at an all-time high in Belgium, where the children are also gravely afflicted with scurvy, anemia, rickets, and skin diseases.

Holland's disease rate has increased by seventy per cent in one year. During the first four months of 1942, diphtheria in Holland increased tenfold. Dysentery increased six and one-half times in the same period. Tuberculosis in Rotterdam has increased sixfold over prewar years.

The previously high health standards in Norway have been gravely undermined, with pneumonia, influenza, and diphtheria reported in epidemic dimensions and with beriberi and other vitamin deficiency diseases rampant in the land.

Similar conditions prevail in Poland, in occupied Russia, and in Greece, where in certain occupied areas the mortality rate is five times greater than normal. Nazi special courts impose the death sentence on Polish peasants for deliberate failure to deliver grain and potato quotas.

Where punitive expeditions and executions fail to work, the Nazis seek results by bribery and fraud. In Poland, peasants were promised a liberal bonus of cheap vodka if they turned over the designated quotas of produce. In the Ukraine, Soviet peasants were told that the individual plots of collective farms would be enlarged if they harvested what the Nazis needed. In Greece, a farmer, promised a new reaper if he met his food quota, received a hand scythe instead.

Not a nice picture, is it?

Now what is the American method? Food, willingly and ungrudgingly given, is supplied wherever it is needed. During the North African campaign, for instance, the Americans and the British provided daily servings of dried and evaporated milk to 200,000 school children in Algeria, French Morocco, and parts of Tunisia.

It should be emphasized that, in order to make this food stretch 'round, our program includes only the barest necessities of life. A daily diet of 2,000 calories is projected, with grain foods predominant, for all relief supplies. Besides

CHRISTMAS dinner this year may be a little short on some of the luxuries of former holiday feasts—but there's a reason. Both we and our enemies are trying to win this war with food; they use it as a weapon to enforce submission, and we, as the Hon. Henry A. Wallace points out elsewhere in this issue, use it to lift up and restore fallen nations.

clothing and medical supplies, seed fertilizers and simple agricultural implements are needed.

There are those who complain about the amount of food we send out of our country. But let's look at the record. Lend-lease food shipments to the Allies in 1943 approximated 10 per cent of our food production. Thirteen per cent went to our armed forces and 2 per cent to our Territories and to some Central and South American "good neighbors." About 75 per cent was set aside for the home front. Does that surprise you?

With a food production figure 4 per cent greater than the record set in 1942, more food has been made available to the nation for combined war and home use than was ever before produced in any country in a single year. The 1944 food production plan calls for planting the largest acreage in our history—some 380 million acres. This is about sixteen million more than last year's.

THIS increased acreage can help, but it will by no means solve the food problem. At best it can hardly be expected to increase our total production more than 5 per cent.

Making food go as far as possible—that is where the civilian consumer really enters the picture. If we cut our food waste by 50 per cent, it will add at least 10 per cent to our food supply. It is also the consumer's duty to can for future needs all the fresh and perishable food stuffs available. It is up to us "back homers" to buy what is plentiful instead of what is scarce.

When the food is allocated, our cheerful and willing recognition of the needs of our armed forces, our Allies, and the liberated peoples, and of the rights of our neighbors in rationing and price ceilings, will help to maintain morale both at home and abroad. Grumbling about rationing is not the way to obtain more food. Rationing is used only to help give everyone his fair share. Price ceilings mean fair prices for essential foods. Let's help make rationing and price control work by accepting no rationed goods without giving up stamps and by paying only ceiling prices.

—ED-E. HERWIG, Office of Price Administration

MOTION PICTURE PREVIEWS

MANY of the books that you have enjoyed reading and many that you will wish to read, both fiction and nonfiction, are being translated into pictorial dramas. They will be shown within the coming months in your neighborhood theaters.

The practice of dramatizing published books for the motion pictures is not, of course, a new one. All of us remember the cinema versions of such well-known and treasured books as *David Copperfield*, *A Tale of Two Cities*, *The Prince and the Pauper*, *Huckleberry Finn*, and *Little Women*. But these dramatizations are no longer confined to the classics. With such exceptions as *Jane Eyre* and *The Bridge of San Luis Rey*, the forthcoming films are adaptations of recent books.

The Bridge of San Luis Rey, by Thornton Wilder.
Colonel Effingham's Raid, by Berry Fleming.

The Cross of Lorraine, from the book *A Thousand and Shall Fall*, by Hans Habe.

Dragon Seed, by Pearl Buck.

Frenchman's Creek, by Daphne du Maurier.

Happy Land, by MacKinlay Kantor.

The Hour Before the Dawn, by Somerset Maugham.

Jane Eyre, by Charlotte Brontë.

The Keys of The Kingdom, by A. J. Cronin.

Lassie Come-Home, by Eric Knight.

Life with Father, by Clarence Day.

Madame Curie, by Eve Curie.

One World, by Wendell Willkie.

Our Hearts Were Young and Gay, by Cornelia Otis Skinner and Emily Kimbrough.

The Robe, by Lloyd Douglas.

Saratoga Trunk, by Edna Ferber.

See Here, Private Hargrove, by Marion Hargrove.

Singing in the Wilderness, by John Peattie.

Since You Went Away, by Margaret Buell Wilder.

The Song of Bernadette, by Franz Werfel.

So Little Time, by John P. Marquand.

The Story of Dr. Wassell, by James Hilton.

Triumph over Pain, by Rene Fulop-Miller.

A Tree Grows in Brooklyn, by Betty Smith.

White Cliffs of Dover, by Alice Duer Miller.

The Valley of Decision, by Marcia Davenport.

These will be reviewed in this magazine as they are completed and ready for release.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Crazy House—Universal. Direction, Edward Francis Cline. The popular Olsen and Johnson, and a good supporting cast, in a well-presented, prankish comedy interspersed with good specialty acts of both music and dancing. Thrown off the Universal lot, this valiant team decide to produce a picture of their own—an enterprise attended by many difficulties. Cast: Ole Olsen, Chic Johnson, Martha O'Driscoll, Patric Knowles.
Adults 14-18 8-14
Amusing Amusing Amusing

The Dancing Masters—20th Century-Fox. Direction, Mal St. Clair. A better than average Laurel and Hardy comedy, that tends toward the pattern of their pictures of a few years ago. The story is amusing, and the lively action will entertain fans of this popular comedy team. Cast: Laurel and Hardy, Trudy Marshall, Robert Bailey, Matt Briggs.
Adults 14-18 8-14
Light comedy Amusing Amusing

Doughboys in Ireland—Columbia. Direction, Lew Landers. Gay, romantic comedy, with Kenny Baker delightfully singing favorite old Irish ballads. The cast is good, and action and story are light and pleasing. The principals in the plot are a hot-tempered colleen, a doughboy, and the girl he left behind. Cast: Kenny Baker, Jeff Donnell, Lynn Merrick, Guy Bonham.
Adults 14-18 8-14
Amusing Amusing Amusing

False Colors—United Artists. Direction, George Archainbaud. Hopalong Cassidy revenges the death of a pal and once more goes to the rescue of a damsel in distress—this time the pal's sister, who is about to be cheated out of the ranch just inherited from her father. It has the usual thrills of Westerns—beautiful wide open spaces, graceful, fleet-footed horses, and violent physical combat. Cast: William Boyd, Andy Clyde, Claudia Drake, Jimmy Rogers.
Adults 14-18 8-14
Western Entertaining Entertaining

Hit The Ice—Universal. Direction, Charles Lamont. Since this is a clean, well-photographed picture and Abbott and Costello are popular with the children, it can well be seen by the family. Snow and skiing scenes are beautiful and thrilling. Cast: Bud Abbott, Lou Costello, Ginny Simms, Patric Knowles.
Adults 14-18 8-14
Good Good Good

The Man From Music Mountain—Republic. Direction, Joseph Kane. Fast-moving Western story, well told and well cast, with good cowboy-type music, beautiful horses, and delightful scenic backgrounds. A young entertainer and his band of singing cowboys become involved in a feud between sheep and cattle ranchers and render timely aid to two pretty sisters—sheep-ranch owners. Cast: Roy Rogers, Pat Brady, Ruth Terry, Paul Kelly.
Adults 14-18 8-14
Western Good Good

Spotlight Scandal—Monogram. Direction, William Beaudine. Fairly entertaining musical variety film, with vaudeville patter by Frank Fay and Billy Gilbert—cast as themselves, with Bonnie Baker in her usual singing role, and some amusing impersonations by the Radio Rogues. The slight but pleasant story concerns the efforts of a stranded actor and a small-town barber to build up a vaudeville act for the New York stage. Cast: Billy Gilbert, Frank Fay, Bonnie Baker, Billy Lenhardt.

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| Adults | 14-18 | 8-14 |
| Amusing | Amusing | Amusing |

Top Man—Universal. Direction, Charles Lamont. When Dad goes into the navy the teen-age boys go to work and become "top men" on the home front. A pleasant little film with a good cast and some songs and dances. Cast: Donald O'Connor, Susanna Foster, Lillian Gish, Richard Dix.

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| Adults | 14-18 | 8-14 |
| Amusing | Yes | Yes |

FAMILY

Close Quarters—British Ministry of Information. This feature-length documentary film takes the audience aboard a British submarine on an eighteen-day patrol of the North Sea. It is intensely dramatic and real.

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| Adults | 14-18 | 8-14 |
| Interesting | Interesting | Possibly |

Guadalcanal Diary—20th Century-Fox. Direction, Lewis Seiler. Ably adapted from the book by Richard Tregaskis. There is nothing bombastic or melodramatic about *Guadalcanal Diary*. It is the heart-rending story of a group of American Marines going into their first battle—fearful, uncertain, inexperienced, and ill prepared, by their training in fair play and good sportsmanship, to combat the trickery and treachery of the outnumbering, ambushing Japanese—but with an unflinching determination to carry through. It is vividly told, excellently produced, and acted with convincing realism. Cast: Preston Foster, Lloyd Nolan, William Bendix, Richard Conte.

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| Adults | 14-18 | 8-14 |
| One of the best of the war pictures | Tense | No |

In Old Oklahoma—Republic. Direction, Albert S. Rogell. An exceptionally interesting drama, based on the development of oil in Oklahoma during Theodore Roosevelt's administration and the fair deal accorded the Indians at that time. It has a well-chosen cast and a story with plenty of excitement. Rugged settings and music of the period furnish suitable atmosphere for the rough frontier action. Cast: John Wayne, Martha Scott, Albert Dekker, George Hayes.

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| Adults | 14-18 | 8-14 |
| Good | Good | Exciting |

Mystery Broadcast—Republic. Direction, George Sherman. A girl writer of radio mystery programs turns detective when she is goaded by the criticism of her sponsor. Her attempt to solve an old crime leads to adventure and additional murders. To her aid comes a rival writer from another mystery program. In no way outstanding, but with sufficient story interest and suspense to appeal to mystery-minded audiences. Cast: Frank Albertson, Ruth Terry, Nils Asther, Wynne Gibson.

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| Adults | 14-18 | 8-14 |
| Fair | Fair | No |

The North Star—Samuel Goldwyn. Direction, Lewis Milestone. Set in a picturesque, idealistic Russian village on the Ukrainian border, in June 1941, the first part of the picture, which portrays school and family life, harvesting, dancing and romancing, is delightful. The balance of the picture graphically depicts all the horrors of Nazi warfare. However, the excellent acting, direction, and production make it outstanding of its type. Cast: Anne Baxter, Dana Andrews, Walter Huston, Walter Brennan.

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| Adults | 14-18 | 8-14 |
| Gripping | Gripping | Too tragic |

The Unknown Guest—Monogram. Direction, Kurt Neumann. Well-cast mystery drama with interesting settings and picturesque outdoor backgrounds. The story, though not unusual, is well planned, and the suspense is maintained to the end. An elderly couple disappear, and their nephew—a stranger who has suddenly appeared and taken over the management of their lonely mountain inn—is suspected of their murder. Cast: Victor Jory, Pamela Blake, Harry Hayden, Emory Parnell.

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| Adults | 14-18 | 8-14 |
| Diverting | Diverting | No |

Whistling in Brooklyn—Metro-Goldwyn-Mayer. Direction, Sylvan Simon. All the old tricks of slapstick comedy are used to provoke laughs, thrills, chills and confusion in this would-be detective yarn. Cast: Red Skelton, Rags Ragland, Ann Ruth-erford, Jean Rogers.

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| Adults | 14-18 | 8-14 |
| Fair | Fair | No |

You're A Lucky Fellow, Mr. Smith—Universal. Direction, Felix E. Feist. Light romantic comedy, with an inconsequential story, but with amusing moments and some delightful singing by Allan Jones. A girl marries a soldier on brief acquaintance in order to meet the requirements of her uncle's will. Cast: Allan Jones, Evelyn Ankers, Patsy O'Connor, Billie Burke.

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| Adults | 14-18 | 8-14 |
| Diverting | Diverting | Probably amusing |

ADULTS

Always A Bridesmaid—Universal. Direction, Erle C. Kenton. A vague, inconsequential story, interspersed with swing music and jitterbug dancing—a waste of time and money. Cast: Andrews Sisters, Patric Knowles, Grace McDonald, Charles Butterworth.

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| Adults | 14-18 | 8-14 |
| Poor | No | No |

Son of Dracula—Universal. Direction, Robert Siodmak. Horror melodrama, tense and gruesome, with eerie atmosphere and much mystery to delight addicts of horror pictures. Cast, settings, music, story, and photography all combine in stressing the supernatural. The former suitor of a Southern belle undertakes to prove that his successor is in reality a vampire, who subsists upon human beings. Cast: Alan Curtis, Louise Allbritton, Lon Chaney, Evelyn Ankers.

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| Adults | 14-18 | 8-14 |
| Good of the type | Not recommended | No |

Hi'ya, Sailor—Universal. Direction, Jean Yarbrough. A thread of a story is used to bind together a series of mediocre vaudeville acts. Cast: Donald Woods, Elyse Knox, Eddie Quillan, Frank Jenks.

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| Adults | 14-18 | 8-14 |
| Mediocre | Mediocre | Mediocre |

MOTION PICTURES REVIEWED IN NOVEMBER ISSUE

JUNIOR MATINEE (8 to 14 Years)

As Thousands Cheer—Musical review, with good specialty acts.

The Adventures of a Rookie—Slapstick in the Army.

The Good Fellows—Comedy about secret lodges.

So This Is Washington—Lum and Abner at the Capital.

Wintertime—Sonja Henie skates and dances.

FAMILY

Corvette K-225—Authentic naval warfare.

First Comes Courage—Tense drama of the Norwegian underground.

Honeymoon Lodge—Trite comedy with good specialty acts.

Larceny with Music—Some classical and much jazz music.

Princess O'Rourke—Light social drama.

Sahara—War against Rommel's Afrika Korps.

Sherlock Holmes Faces Death—Murder mystery with eerie settings.

Sweet Rosie O'Grady—Gay, rollicking comedy, with musical burlesque.

My Kingdom for a Cook—Amusing light comedy.

ADULT

The Fallen Sparrow—Psychological study of war-shattered veteran.

Fired Wife—Sophisticated social farce.

Flesh and Fantasy—Power of occult suggestion.

Hostages—Stefen Heym's novel.

The Seventh Victim—Sinister psychological drama.

Tornado—Poorly made melodrama.

Johnny Come Lately—Louis Bromfield's novel "McLeod's Folly."

GIVE ME

The National Parent-Teacher Magazine For Christmas



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Contributors

GLADYS T. BARRON, of Rock Hill, South Carolina, who has three children and whose husband is in overseas service, is one of the thousands of American women who prove their wartime mettle by doing a magnificent job of keeping the home fires bright. Mrs. Barron is greatly interested in young people and their development. She is an effective speaker and recently took part in the Fourth Institute on Professional Relations, Winthrop College.

MABEL A. ELLIOTT, associate professor of sociology at the University of Kansas, was formerly research director of the Kansas Public Welfare Commission. She is widely known as the author and co-author of important books on sociology, some of them college textbooks in current use. Dr. Elliott is also assistant editor of the *American Sociological Review*.

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JAMES MARSHALL, author of the notable recent book *The Freedom to Be Free*, is an attorney and administrator who was for four years president of the New York City Board of Education. He brings to all his presentations the mature and realistic outlook of a seasoned thinker. He is particularly interested in the American public school as an instrument for interpreting and furthering democracy.

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BONARO W. OVERSTREET, exponent of democracy, has long been known to readers of this magazine. Her reputation as poet, lecturer, and author of distinction has long since reached national scope, and her influence upon the American scene is in proportion.

AFTON SMITH is an associate in parent education at the Iowa Child Welfare Research Station, State University of Iowa. She is a recognized authority in her chosen field and has worked with parent education study groups all over the country. Miss Smith's contributions to the knowledge as well as the literature of parent education have been outstanding. Her name has long been familiar to our readers.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. Leslie Mathews, President, Connecticut Congress; Mrs. George Chatterton, President, Wisconsin Congress, and Mrs. Hildegard Autz, Clerk, La Follette School, Town of Wauwatosa, Wisconsin.